

# The BUSINESS EDUCATION WORLD

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FEBRUARY

1948

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# The BUSINESS EDUCATION WORLD

VOL. XXVIII No. 6

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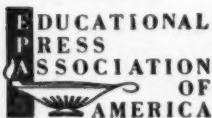
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## Conventional Conventioning

*guided  
educ.  
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shortage*

A FEW days ago an unusual press release was received in the B.E.W.'s afternoon mail—an announcement about the program for a convention of *dentists*. The “unusual” feature was not the fact that the release concerned dentists instead of business-education news, for the B.E.W. receives all kinds of news releases. The unique thing was the nature of the program described.

Look at some of the subjects for demonstration and discussion: “Wax Impression Technique”; “Porcelain Jacket Crown Technique”; “Three Methods of Third Molar Impaction Removals”; “Immediate Root Resection”; “A New Method of Internal Wire Fixation of Fractures of the Jaw”; “Alveolectomy for Symmetricity As a Sequence of Congenital Hypertrophic Osteitis”; and other technical topics.

We are not sure about the meaning of those technical terms; but we do not have to look them up in a dictionary to see that the dentists planned a functional, a purposeful convention program. Not a single “What the Patient Expects of the Dentist”! We hope our local dentist attended, for we are certain he would have learned new techniques and ideas for improving his work.

Down to earth? Specific? Certainly; but that was not all: the program was so arranged that *every address and demonstration was given twice*. Thus, it was possible for conventioners to hear everyone they wanted to hear. How unlike most of our business-education meetings, where inevitably the speakers we want most to hear are speaking at the same hour in different rooms.

WITH millions of “impatients” in our classrooms, with thousands of problems arising daily, with hundreds of teaching techniques universally used or abused, surely our business-education conventions can present programs as valuable for business educators as that dentists’ meeting was for them!

The Eastern Business Teachers Association took a step in this direction recently: members were invited to send to officers problems for discussions and ideas for meetings. We hope that other associations will follow suit.

It is only when our business-education conventions reach the *practitioners’* level, plan programs that will bring teachers hurrying *early* to the meetings, and present speakers whose messages are *worth* scheduling twice, that we can expect to achieve the professional spirit and high standards for which we all reach!



## In this issue of the B.E.W.

### BOOKKEEPING

*Page 353:* Here it is, the 1948 International Contest! Ready, *GO*.

(And don't miss the how-to-win-a-contest article on page 350, either!)

### TYPEWRITING

*Page 342:* The trainer of four Texas state champions tells how he gets high speed and accuracy. This article bulges with devices and ideas.

*Page 367:* A brand new, ready-for-your-bulletin-board feature, *Artistic Alphabets*, by the famous artyper, Julius Nelson. (A new alphabet will be given you each issue this spring.)

### TRANSCRIPTION

*Page 348:* Three cheers: Another of those tantalizing WWT's is here, starting the B.E.W.'s second-semester round-up of transcription aids. Have fun with it.

### JOB-GETTERS

*Page 362:* Are letters of application important? Maybe not so important as we have thought!

### SHORTHAND

*Page 358:* The mystery of the pyramids is out at last: how to build speed in shorthand.

*Page 356:* First report on the Zoubek study of shorthand phrases used in business correspondence.

### BUSINESS ENGLISH

*Page 332:* You and I have but two thumbs, but business English teachers are given ten—ten quick rules for the intricacies of our language.



GEORGE A. MEADOWS...  
new NAACS president



J. MURRAY HILL...  
bows out



L. H. DIEKROEGER...  
new NBTA president

## ST. LOUIS AT CHRISTMAS WITH THE N.B.T.A. AND THE N.A.A.C.S.

The joint meeting of the National Business Teachers Association and the National Association of Accredited Commercial Schools attracted over a thousand business educators to the Jefferson Hotel in St. Louis at Christmas time. Thanks to the great number of "name" speakers [See the December, 1947, B.E.W., page 193], the meetings were well attended; thanks to the extreme hospitality of the St. Louis Area Business Educator's Association, the social side of the program—especially the whooping New Year's Eve ball—was a great success. All in all, the convention was a worthy celebration of NBTA's golden anniversary. Next year's NBTA convention, PRESIDENT JAY R. GATES announced, will be held in Detroit.

*New NAACS Officers.* GEORGE A. MEADOWS (Meadows-Draughton College, Shreveport, Louisiana), president; JAY MILLER (Goldey College, Wilmington, Delaware), vice-president, Eastern Division; HUGH BARNES (Barnes School of Commerce, Denver), vice-president, Western Division; M. O. KIRKPATRICK (King's Business College, Charlotte, North Carolina), vice-president, Southern Division; JAY GATES (Dyke & Spencerian College, Cleveland), vice-president, Central Division; BRUCE GATES (Gates College, Waterloo, Iowa), treasurer; and J. K. KINCAID (Miller School of Business, Cincinnati), secretary.

*New NBTA Officers.* L. H. DIEKROEGER (Hadley Technical High School, St. Louis), president; MARY SUFANA (High School, East Chicago, Illinois), first vice-president; WILLIS KENEALY (State Department of Education, Sacramento, California), second vice-president; ROBERT FINCH (Supervisor of Business Education, Cincinnati), secretary; and RAY G. PRICE (University of Minnesota), treasurer.

*Special Honor.* J. MURRAY HILL (Bowling Green, Kentucky, Business University) bowed out from his post as secretary to NBTA after thirteen years of service; but his self-imposed retirement did not escape notice. Introduced and lauded at the convention banquet, Mr. Hill was presented with a scroll by the Association, a solid gold wrist watch from his countless friends, and a standing ovation of many minutes by the audience.

Mr. Hill was moved beyond words. Noted for his impromptu addresses, he stood mute before the applause of his associates; then he whispered into the microphone, "Bless you . . . and thank you."

## E.B.T.A. IN PHILADELPHIA FOR THE NEW LOOK

That's the publicity slogan for the spring convention of the



Eastern Business Teachers Association: "That New Look at Business."

The EBTA, which meets annually during the school holidays at Easter time, will convene at the Benjamin Franklin Hotel in Philadelphia on March 24-27 (Wednesday through Saturday).

Writes PRESIDENT WALTER E. LEIDNER, "At the 51st Annual Convention, the Eastern Business Teachers Association will present a grand opportunity to learn about Better Education for Business. Forward-looking educators regard this opportunity as the best way to keep in touch with modern techniques and new trends in our field of education. *That New Look at Business.*"

Poetic postscript to a recent news release:

**"A better class, a better school,  
Seems to be the convention rule."**

## N.A.B.T.T.I. TURNS ATTENTION TO BASIC BUSINESS EDUCATION

When the National Association of Business Teacher-Training Institutions—whose members influence and mold the teachers of tomorrow more than do the members of any other business-education organization—meets at the Hotel Claridge in Atlantic City on Friday and Saturday, February 20 and 21, delegates will give their major attention to the training of teachers for "basic business education."

The program, as announced by NABTTI PRESIDENT MARGARET ELY (Carnegie Tech, Pittsburgh), will include:

**Friday Schedule.** 10:30—Statement of the principles and objectives of "basic" or "general" business education (growing out of last year's convention program), by DR. ELVIN S. EYSTER,\* last year's NABTTI president; and an address on "The Importance of Business Education As Consumer Education," by FRED T. WILHELM, associate director of the Consumer Education Study of the National Association of Secondary-School Principals. 12:30—Luncheon; and address by DR. CARL FRANZEN, executive secretary of the North Central Association of Colleges and Secondary Schools. 2:30—Description of teaching materials for an advanced course in basic business education, by W. HARMON WILSON, of the South-Western Publishing Company; and suggestions for preparing teachers of basic business education, by DR. HERBERT A. TONNE, of New York University.

**Saturday Schedule.** 9:30—Discussion of an experimental program being conducted in secondary schools, led by DR. RAY G. PRICE (University of Minnesota), who has been in charge of the experiment. 11:30—Annual business meeting.



WALTER E. LEIDNER...  
heads convention



MARGARET ELY...  
announces program



ELVIN S. EYSTER...  
states principles

## Out of the B.E.W. 25 years ago

Ideas for Shorthand Club meetings, 1923: detective story, spoken in shorthand, with audience listening for clues . . . reading and writing practice for graduates who wished to boost skill . . . sponsoring contests with near-by schools . . . having a local stenographer bring her notes and redictate actual business letters . . . tutoring shorthand beginners. Old ideas—but still good as new!

Dr. Frank Dignan, addressing the NCTF (now NABT), suggested "emancipating modern business from the hackneyed and useless expressions current in business letters."

(A forerunner of the "simplified letter"?)

The NCTF, it seems, had once passed a resolution condemning the teaching of longhand penmanship while shorthand was being studied, *because the movements used in penmanship were so different from those used in shorthand that penmanship interfered with learning shorthand.*

Reviewing this anecdote in Chicago in 1923, Mr. Gregg said, "I protested, but the protest was greeted with derision. And, so far as I know, the resolution has never been rescinded!" Has it yet?

Mr. C. M. Yoder gave in Chicago a history of the Gregg Shorthand Federation, a stirring address of importance to shorthand historians. The Federation, primarily a teacher-training organization in early Gregg shorthand days, was disbanded: colleges had taken over its work.

## TRI-STATE CHANGE OF DATE

The spring meeting of the Tri-State Business Education Association, originally scheduled for Friday and Saturday, April 16 and 17, has been moved up one week to April 9 and 10. Other plans, according to the announcement by PRESIDENT ELSIE GARLOW, remain the same: *place*, Mayflower Hotel in Akron, Ohio; *program*, special assemblies featuring guest speakers, with no sectional meetings.

## A.V.A. IDEAS SPARK DECEMBER CONVENTION

The national convention of the American Vocational Association, held in Los Angeles in December was, like all AVA conventions, well attended, interesting, and professionally worth while. Delegates returning from the meeting, however, spoke most enthusiastically of two new ideas: holding the convention banquet at a supper club instead of in a hotel ballroom, and awarding prizes among persons who visited the booth of every exhibitor.

The banquet and ball was held at "Earl Carroll's," whose *Vanities* has made his supper club famous; reservations were completely sold out two weeks before the convention met! Exhibitors at the convention were particularly pleased with a card-checking device that brought many more contacts to the displays of books and equipment: to be eligible for prizes, conventioners had to have prize cards punched at each display.

New president of AVA is JULIAN MCPHEE, California State Director of Vocational Education. CHARLES SYLVESTER, associate superintendent in charge of vocational education in Baltimore, was elected to the AVA treasurership.

DR. IRA KIBBY, who has for many years been AVA vice-president in charge of the business-education division, relinquished at his own request the post he has held. Doctor Kibby, Chief of California's Bureau of Business Education, has probably done more than any other man to build up the AVA business-education division to a par with the strong agriculture, home-economic, and



ELSIE GARLOW . . .  
changes date



IRA KIBBY . . .  
leaves AVA post

trade divisions of AVA. Replacing Doctor Kibby as vice-president is DON V. ARMSTRONG, Louisiana State Supervisor of Distributive and Business Education.

## ST. LOUIS MEETING URGES BUSINESS SCHOOL UNITY

The movement to combine the weight of this country's private business schools (of which there are about 1,400) is gaining headway. Last month the B.E.W. reported the initial step taken to merge two large midwestern organizations, the Southwestern Private Schools Association and the Midwestern Business Schools Association. Since then, steps have been taken to join the efforts of three of the nation's largest private-school groups: the National Council of Business Schools, the National Association of Accredited Commercial Schools, and the American Association of Commercial Colleges.

Meeting in St. Louis, representatives of 300 member schools of the National Council of Business Schools heard PRESIDENT GEORGE A. SPAULDING urge the Council to invite co-operation from other associations.

"To those of you who think otherwise," he declared, "just remember that organizations among the colleges, vocational schools, and public schools are uniting more than ever . . . in order to get a larger share of public funds better to compete against you and me!"

Further support for Mr. Spaulding's plan to form one over-all organization, subdivided into regional and state associations (a plan similar to that of the United Business Education Association), was given in addresses by BEN H. HENTHORN (last year's Council president) and C. I. BLACKWOOD, speaking for AACC members; E. R. MAETZOLD and H. N. RASLEY, speaking for the NAACS; and J. EVAN ARMSTRONG and J. A. EBERSOL, speaking for independent organizations.

DR. J. S. NOFFSINGER reported, too, the results of a referendum vote taken among Council members: 452 member schools voted—375 in favor of a single national organization; 73, op-

## TEACHER TRAINERS:

The B.E.W. is going to publish a list of directors of teacher training in business education. Please co-operate by sending us by March 1 these data: names of department heads; titles; professorial ranks; degrees; whether appointed this year; dates of summer session; and where these department heads can be reached this summer. Address: 270 Madison Avenue, New York 16.

posed; and 4, neutral. Opposition is based on, among other factors, the differences in accreditation standards and procedures.

As a result of the discussion, a motion appointing a committee to work out detailed plans for national unity was passed without dissent. (Since that time, Doctor Noffsinger informs the B.E.W., the AACC has formed a committee to co-operate with the Council committee.)

**New Officers.** Elected to posts of leadership in the Council were the following:

E. R. MAETZOLD (Minneapolis Business College), president; J. EVAN ARMSTRONG (Armstrong College, Berkeley, California), first vice-president; H. O. BALLS (Nashville Business College, and president of the AACC), second vice-president; C. I. BLACKWOOD (Blackwood-Davis Business College, Oklahoma City), secretary; and J. W. HIRONS (Beacom College, Wilmington, Delaware), treasurer. DR. J. S. NOFFSINGER, who has been executive secretary of the Council since its inception five years ago, will continue in office.



E. R. MAETZOLD . . .  
new NCBS president



C. C. DAWSON . . .  
new SBEA president

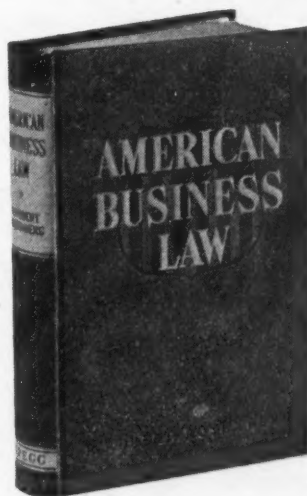
#### S.B.E.A. ELECTS NEW OFFICERS

New president of the Southern Business Education Association, elected at the Thanksgiving time convention of the organization, is PROFESSOR C. C. DAWSON, of Mississippi Southern College. Long an active professional worker for the SBEA (a member of the Board of Directors for several years) and Kentucky and Tennessee state business-education organizations, Mr. Dawson will assume the duties of president on June 1, succeeding the present incumbent, LLOYD E. BAUGHAM.

**Other Officers.** C. C. STEED (Elizabethtown, Tennessee, School of Business), first vice-president; LULA ROYCE (Columbia, South Carolina, High School), second vice-president; and DR. PARKER LILES (Smith-Hughes Vocational School, Atlanta), editor of the Association's quarterly, *Modern Business Education*.

**State Directors.** MRS. J. E. JOHNSON, Little

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Rock Senior High School; MARY H. DODSON, Alabama Polytechnic Institute; F. DEVERE SMITH, University of South Carolina; G. B. PARKER, University of Tennessee; and MARY LANDRUM, State Teachers College, Liberty, West Virginia.

**Section Chairmen.** Public School Section, PATTY SINCLAIR, Joe Brown High School, Atlanta; College and Junior College Section, MILDRED BINGHAM, Mars Hill (North Carolina) College; and Private Business School Section, ART GILLAM, Crichton Business College, Atlanta.

The 1948 convention of SBEA is tentatively scheduled to be held in New Orleans next Thanksgiving.

### DELTA PI EPSILON HOLDS ANNUAL DINNER

Nearly 300 members and guests of Delta Pi Epsilon, national fraternity for graduate students in business education, attended the fraternity's annual dinner (held in St. Louis during the NBTA convention) and heard DR. CARTER I. GOOD deliver an excellent address on "Criteria of Research."

Doctor Good, professor of Education at the University of Cincinnati and an expert whose texts on research are the classics in the field, emphasized the need for new approaches in business-education research. "Too many of you graduate business-education students," he accused, "are using the 'survey' approach." He pointed out the possibilities inherent in other approaches used with great success in other fields—historical studies, experimental studies, case studies, problem-solving studies.

Doctor Good's address, soon to be published as "Delta Pi Epsilon's Sixth Annual Lecture," will prove to be a gold mine to graduate students.

**Research Award.** At the same dinner, announcement was made of signal honor: DR. ARNOLD SCHNEIDER, head of the Department of Business Education at the Western College of Education, Kalamazoo, Michigan, was selected for the fraternity's research award, given annually for the outstanding research study in business education. Doctor Schneider's doctoral



ARNOLD SCHNEIDER . . .  
wins award

dissertation, "A Statistical Study of the Learning Ability of Men As It Relates to Age, Education, and Intelligence with Particular Reference to Bookkeeping and Clerical Procedures," was selected by the fraternity's board of judges: PROFESSOR C. K. REIFF (Oklahoma A. & M. College), DR. LLOYD V. DOUGLAS (Iowa State Teachers College), and DR. PAUL L. SALSGIVER (Simmons College). The study will be published in full by Oklahoma A. & M. College. Abstracts of the other studies entered in the contest will be published in a special research issue of *Review of Business Education*.

### RAPIDLY GROWING ORGANIZATION DESIGNED TO SERVE SECRETARIES

The National Secretaries Association is a rapidly growing national organization of secretaries that, in its five-year history, has inducted 5,000 members, has established over 250 chapters, has set up 4 regional areas that conduct conventions, and has established an annual national conclave—the 1948 meeting will be held in Los Angeles on June 24-27.

The National Secretaries Association, with headquarters for EXECUTIVE SECRETARY CLARA B. KRUEGER at 1005 Grand Avenue, Kansas City 6, Missouri, has an aggressive three-pronged program of activities that attract career secretaries: *social*, such as the annual chapter "Boss Night" dinners; *educational*, with the determined goal of establishing a "Certified Professional Secretary" rank to parallel the C.P.A. and C.S.R. certifications; and *professional*, such as the establishment of a national employment office, mutual assistance in obtaining advancement, and publication of chapter newsletters and a national magazine, *The Secretary*.

"The National Secretaries Association," explained the organization's enthusiastic president, MISS IRENE GADELMAN, "is designed to serve secretaries in the same manner that the American Medical Association serves physicians, that the American Bar Association serves lawyers, and that other associations serve other specific professions."

### NEWLY ELECTED STATE LEADERS

**Louisiana.** GLADYS PECK (Louisiana Polytechnic Institute, Ruston), president; MRS. CLAYTON SANDERS (High School, Franklin),

## GRADUATE STUDENTS. . .

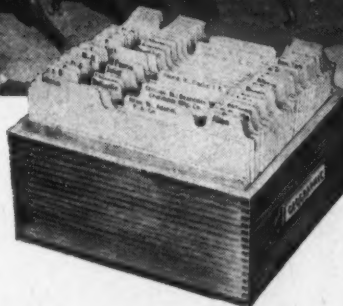
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# Indiana FILING Students



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*Georgia* (Private Business Schools Association). MARGUERITE BRUMLEY (Perry Business Schools, Brunswick), president; JAMES A. KNOTT (School of Commerce, Macon), vice-president; and MRS. LOTTIE F. SALAS (Ryan's Business College, Savannah), secretary-treasurer.

**EVERY AMBITIOUS TEACHER . . .**

[illegible]

The ten major educational events of 1947, according to BEN BRODINSKY, skilled educational-news analyst of the special *Educator's Washington Dispatch* news service, were the following:

- With \$1,200,000 capital, with tremendous facilities, and with high ambition to improve testing on a nation-wide basis, the Educational Testing Service has been combined through the merger of three of the largest testing agencies.

THE BUSINESS EDUCATION WORLD



Teaching have pooled their resources to develop more effective examinations, from the first grade to the graduate school, and better intelligence and aptitude tests, and to conduct intensive research in new testing methods.

DR. JAMES B. CONANT, president of Harvard University, will serve as chairman of the new Service's Board of Directors.

## COMMISSION ON HIGHER EDUCATION

The President's Commission on Higher Education, assigned the task of finding and recommending corrective action for the weakness of American public education, has released Volume I of the series it will issue. Three recommendations:

Education through the fourteenth grade should be made available in the same way that high-school education is now available. . . . Financial assistance to competent students in the tenth through fourteenth grades who would not be able to continue their education without such assistance should be provided. . . . Deserving students should be aided in meeting tuition costs of higher education by a program of scholarships and fellowships.

The complete report may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 40 cents.

## TEACHERS' INCOME TAX

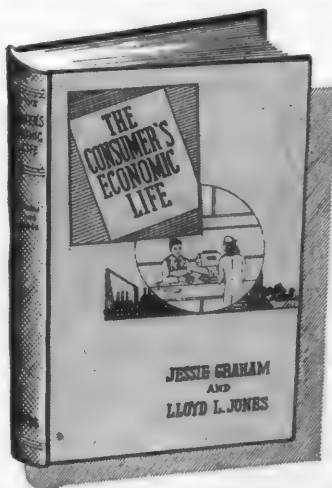
During the special session of Congress, SENATOR CLAUDE PEPPER (Democrat, Florida) introduced a bill to allow teachers to deduct in their Federal income-tax returns tuition and other expenses involved in teacher training and education. The bill has been referred to the Senate Finance Committee and may be brought to the floor for action this spring.

## COLLEGE OF DISTRIBUTION?

"One out of every four persons of our Los Angeles population in 1940 were in trade and service occupations," JOHN N. GIVEN, Los Angeles Supervisor of Business Education, recently told L.A. businessmen; "and the *Los Angeles Examiner* survey carried a report that in our postwar years retail sales in Los Angeles County will be 70 per cent greater than they were in 1939. This situation indicates that adequate steps should be taken to initiate and develop a long-range program of retail sales training."

Mr. Given has long been an avowed promoter of retail training, and the progress that Los Angeles schools have made is a matter of record. A skilled public-relations man, he has built up the kind of co-operation among school officials

# Constructive Consumer Education



## THE CONSUMER'S ECONOMIC LIFE

by GRAHAM AND JONES

- ★ Constructive consumer guidance is keynote.
- ★ Designed to help student raise his economic level of living and increase his satisfactions in life through wise personal planning and intelligent purchase and use of goods and services.
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# Now is the time for all good students—

to learn the truth  
about job requirements



**H**ELP your students understand the need for *more* than business skills. Don't let them forget that lack of personal care—a fault like underarm odor—may turn their job interviews into failures.

Send for our free grooming-for-business aids. Colorful wall charts and student leaflets are yours for the asking. Faster than words, they show a student the importance of training-plus-grooming. Fill out coupon below and mail NOW to Educational Service Department,

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Please send me the material checked:

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Name \_\_\_\_\_ Name of School \_\_\_\_\_

School Address \_\_\_\_\_ City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

Jr. H. S.? \_\_\_\_\_ Sr. H. S.? \_\_\_\_\_ College? \_\_\_\_\_ Private Bus. College? \_\_\_\_\_ Teach. Train. ☐ Student? ☐ Teacher?

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Highlands University, and later established the Department of Business Education at Madison College, in Harrisonburg, Virginia. Now a doctoral candidate at Teachers College, Columbia University, Mr. Slaughter will continue to reside in New York.

It has also been announced that DR. MCKEE FISK, Business Education editor for McGraw-Hill, has accepted a position as head of the Department of Commerce at Fresno (California) State College.

MARVIN P. HILL, graduate of McPherson College and the University of Colorado, and former business teacher and public school administrator, to the staff of the Gregg Publishing Company, as its field representative for Oklahoma and Arkansas.

Another Mr. Hill has also joined the staff of the Gregg Publishing Company: WARREN E. HILL, for twenty-five years associated with the Chicago public schools, until recently director of the Chicago Vocational School, and co-author of a McGraw-Hill text, *Materials and Methods of Vocational Education*, has become a Gregg field representative serving business teachers in Chicago and other cities of northern Illinois.



Dr. and Mrs. E. G. Blackstone (extreme right and left in picture) must have a big home: approximately sixty members of the University of Southern California chapter of Pi Omega Pi meet there monthly. Shown with Doctor and Mrs. Blackstone above are Stanley Hans (left), vice-president; William McKenna, president; and Margaret Emme, secretary. The group is making plans for the newest chapter project, "How to Teach Salesmanship."

## AUTHORS AND EDITORS...

will want to order a copy of Delta Pi Epsilon's 1947 Business Education Index at once. It lists every magazine that accepts manuscripts on business-education subjects. It names every 1947 contributor to business-education literature. Costs only \$1. Use the coupon page 372.



MARVIN P. HILL . . .  
to Gregg



B. FRANK KYKER...  
adds special agent

## SPECIAL ASSIGNMENT

DR. M. HERBERT FREEMAN has been appointed a temporary Special Agent for Research in Business Education on the staff of the Business Education Service, United States Office of Education, to make a five-month preliminary study of methods and materials for the teaching of Basic Business Education.

In order to accept the appointment, which was arranged by B. FRANK KYKER (chief of the Business Education Service) to make possible further investigation into the problem already undertaken by New York University's Alpha Chapter of Delta Pi Epsilon, Doctor Freeman has been granted a leave of absence from the New Jersey State Teachers College in Paterson, where he is director of Business Teacher Training.

Author of several textbooks, editor of Delta Pi Epsilon's valuable *Business Education Index*, and a member of Alpha Chapter's Commission on Basic Business Education, Doctor Freeman will seek to:

1. Obtain agreement on fundamental definitions of terminology.
2. Determine what business skills and business knowledges should be included in the education of all secondary-school students.
3. Determine what additional business skills and business knowledges should be included in the training of all business students.
4. Determine what should be included in a syllabus to be used by business teacher-training institutions in the preparation of teachers for basic-business courses.

The results of the study will probably be published by the U. S. Office of Education.

In explaining the nature of his special assignment, Doctor Freeman emphasized two factors: that he would be drawing deeply on the experiences and opinions of business-education leaders throughout the country, and that his materials would be selected from publications already available to teachers.

"We are not attempting to prepare original

# Educational Services

that all these people want!



**SCHOOL ADMINISTRATORS**—principals, supervisors, superintendents, board members—want these new educational materials. They are not only valuable help in teaching and in organizing class time, they are a real asset in your community relations program. Use them to dress up your annual report, your bulletins to parents and teachers, with illustrations and color for greater readership and favorable interest.

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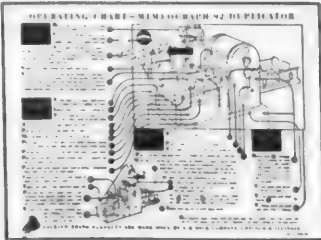
**COMMERCIAL TEACHERS** want these modern visual teaching ma-

terials. They help students to greater independence in the study of stencil duplication. They help make every minute productive in student learning. The minimum of supervision needed gives you more time for individual instruction.

**STAFFS OF SCHOOL PAPERS**—editor, art director, instructor, faculty sponsor—will find here the help you need for professional-looking papers and annuals. Illustrations of all kinds. Complete "how to do it" details. Instructions presented to lighten the burden for teachers. Students benefit from self teaching in doing the work.

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**1 OPERATING CHARTS** for Mimeograph duplicators, Models 90, 91, 92. The visual way to teach duplicator operation. Simple, complete, step-by-step instructions. Three colors. Size 50" x 38" for easy classroom reading.



**2 NEW TEXTBOOK**... "Fundamentals of Mimeograph stencil duplication," by Agnew (NYU) and Canler (Northwestern), leading authorities in business machine education. The "last word" in teaching stencil preparation. Complete course of 15 assignments.

Certificates of Proficiency, awarded by A. B. Dick Company, available for students completing the course.



**3 NEW PORTFOLIO OF MIMEOGRAPH TRACING PAGES** FOR SCHOOLS. Drawings on school subjects by professional artists. Use them for illustrating school newspapers, bulletins, posters, other classroom materials. Over 400 sketches and ideas on loose-leaf pages for easy tracing on the Mimeograph illuminated drawing board.

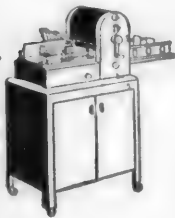


**4 SCHOOL NEWSPAPER STENCIL SHEETS**, especially form-topped with a 2-column and a 3-column layout, make it easy to produce a professional-looking school paper, annual report, or special bulletin.

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A. B. Dick Company, Dept. GE 24h  
720 West Jackson Boulevard, Chicago 6, Illinois  
Send me more information on your four new school services. I am especially interested in information for:

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POSITION.....  
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ADDRESS.....  
CITY.....STATE.....

To request more information, you may wish to use the check-coupon on page 374.

materials," he stated; "we are attempting to make the wisest use of materials already in print."

The preliminary study will be completed by June 30, at which time Doctor Freeman will resume his duties at Paterson.

**Blind Counselors.** "One of the most interesting experiences I have ever had" was the comment of G. HENRY RICHERT, Specialist in Distributive Education, Business Education Service, U. S. Office of Education, in telling of his recent work with men training to be job-counselors for the blind.



G. HENRY RICHERT... sales counselor

Mr. Richert worked with a group of twelve men representing the vocational rehabilitation departments of several different states and coached them in the techniques of selling—specifically, in selling the value of blind workers to employers—as a phase of their training program. "I do not know when I have seen men so eager to learn, so successful in learning," said Mr. Richert.

"You see," he added, "all twelve men were blind."

## BEREAVEMENTS

FREDERICK GEORGE GARBUTT, seventy-two, a pioneer business educator in Canada, passed away on October 31. To Canadians, this news marks the close of an historical era, for Garbutt was for many years the outstanding man in Canadian business education.

One of the first young men in a group that sponsored and built private business schools in the Provinces, Mr. Garbutt at one time owned a chain of schools extending from Vancouver to Sydney, and at the time of his death still retained the Garbutt Business College in Calgary, of which school his son George is principal. Many principals and owners of other Canadian schools got their start under his guidance, first as teachers, then as principals in his branch schools, and, finally, after he adopted the policy of concentrating his attention on his model school in Calgary, as proprietors of their own schools purchased from him in Regina, Saskatoon, Moncton, and other cities.

KATHERINE F. CODY, head of the Commercial Department in Boston's famed Girls' High School and long an active leader in New England and Eastern business-education organizations, died suddenly on November 26. Stricken

by a heart attack while on her way to her school, Miss Cody died before medical aid could be administered.

HENRY M. OWEN, principal of Brown's Business College (Decatur, Illinois) for the past fifty-three years, died on November 6 at the age of eighty. Mr. Owen was president of the National Private Commercial School Managers' Association in 1915, president of the National Commercial Teachers' Federation (now NBTA) in 1916, and was well known to business educators. He was also well known for his civic activities in Decatur, where he served three terms as a member of the Decatur School Board, was president of the YMCA, and headed numerous community celebrations. Sympathy is extended to his wife, Susanna Francis Owen; and to his son, Honore M. Owen, assistant principal at Brown's.

OWEN W. BEAUCHAMP—accountant, auditor, teacher, college instructor, and at the time of his death a member of the faculty of the Packard School—died suddenly on December 19, 1947, in New York City.

EDWARD H. NORMAN, distinguished business-school executive, a former president of both the Eastern Business Teachers Association (1910) and the National Business Teachers Association (1932), and the first president of the Gregg Shorthand Teachers Association, died on December 28 at the age of eighty-six.

Born in 1861 in North Carolina, Mr. Norman came to Baltimore at twenty, to enter Sadler's Bryant and Stratton Business College, where he subsequently taught. In 1895 he founded the Baltimore Business College, continuing as its president until he retired on January 1, 1946.

Mr. Norman is survived by his wife, Mrs. Anna Miller Norman, a sister, and two brothers, all of Baltimore, to whom sympathy is extended.

## SCHOOLS MERGED

The Metropolitan Business College, one of the oldest schools in the Southwest (founded in Dallas sixty years ago by its owner, A. RAGLAND), has been purchased by T. H. RUTHERFORD, owner and president of the Rutherford Business School, also of Dallas. The student bodies of the two institutions will be combined at the Rutherford School; and the premises of Metropolitan, located in the heart of Dallas, will be leased to business interests.

*The*  
**BUSINESS EDUCATION  
WORLD**

Alabama	Florida	Mississippi	North Carolina	South Carolina
Arizona	Georgia	Montgomery	Alabama	Alabama
California	Illinois	Chicago	Chicago	Chicago
Colorado	Indiana	Indianapolis	Indianapolis	Indianapolis
Connecticut	Iowa	Des Moines	Des Moines	Des Moines
Delaware	Kansas	Topeka	Topeka	Topeka
District of Columbia	Kentucky	Louisville	Louisville	Louisville
Florida	Louisiana	New Orleans	New Orleans	New Orleans
Idaho	Maine	Portland	Portland	Portland
Illinois	Massachusetts	Boston	Boston	Boston
Indiana	Michigan	Detroit	Detroit	Detroit
Iowa	Minnesota	Minneapolis	Minneapolis	Minneapolis
Kansas	Missouri	St. Louis	St. Louis	St. Louis
Kentucky	Nebraska	Omaha	Omaha	Omaha
Louisiana	Nevada	Las Vegas	Las Vegas	Las Vegas
Maine	New Hampshire	Manchester	Manchester	Manchester
Maryland	New Jersey	Newark	Newark	Newark
Massachusetts	New Mexico	Albuquerque	Albuquerque	Albuquerque
Michigan	New York	New York City	New York City	New York City
Minnesota	Ohio	Columbus	Columbus	Columbus
Mississippi	Oklahoma	Oklahoma City	Oklahoma City	Oklahoma City
Missouri	Oregon	Portland	Portland	Portland
Montgomery	Pennsylvania	Philadelphia	Philadelphia	Philadelphia
Montana	Rhode Island	Providence	Providence	Providence
Nebraska	South Carolina	Columbia	Columbia	Columbia
Nevada	South Dakota	Spearhead	Spearhead	Spearhead
New Hampshire	Tennessee	Memphis	Memphis	Memphis
New Jersey	Texas	Dallas	Dallas	Dallas
New Mexico	Vermont	Montpelier	Montpelier	Montpelier
New York	Washington	Seattle	Seattle	Seattle
North Carolina	West Virginia	Charleston	Charleston	Charleston
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**SCHOOLS**





CLASSROOM MODEL, ADJUSTABLE  
TYPEWRITING DESK★

## ...Picture of an Aid for Typing Teachers

You cannot be expected to develop expert typists if you have no typewriters . . . or paper . . . or textbooks . . . or if your students must hunch over machines that are too low or weary their arms on machines that are too high. You need an *adjustable* typing desk so that the typewriters can be instantly lowered or raised to fit the student *exactly right*. An adjustable desk can (to quote a government study) immediately increase speed, reduce errors, and virtually eliminate fatigue. For efficiency in teaching, you need the adjustable typing desk as much as you need machines! That's why we call the Hartnett Adjustable Typewriting Desk a teaching aid. *Send for complete information today!*

★ ADJUSTS THE MACHINE TO FIT THE LEARNER

★ INCREASES EFFICIENCY

★ INCREASES SPEED

★ MAKES A CLASSROOM INTO AN OFFICE

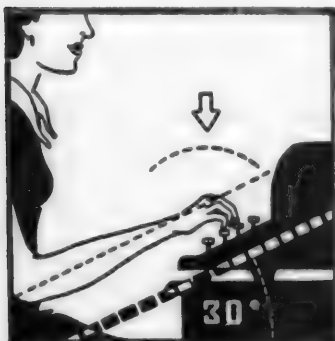
★ INCREASES CONTROL

★ REDUCES ERRORS

★ IS MADE OF OAK, IS RIGID, IS DURABLE

★ INSTANTLY VARIES MACHINE HEIGHT FROM  
26 TO 30 INCHES

★ IS 30 INCHES HIGH, 20 INCHES WIDE, 36 INCHES LONG



Hammond Desk Company  
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Hammond, Indiana

Please send me at once—

- Complete information about the adjustable typing desk shown
- Complete information about all Hammond Desks
- A copy, *free*, of the research study, "Your Correct Typewriter Height"

Name .....  
School .....  
Address .....

## NEW CANADIAN SCHOOL

H. J. RUSSELL, until recently director of Business Administration at Pickering College, has opened a new business school, the Kingsway College, at 2916 Bloor Street West, Toronto, Canada, where he will serve as principal. Mr. Russell is a gold medalist in shorthand and a vocational-guidance authority. His school, specializing in preparation for secretarial positions, has this unique feature: individual tuition for each subject.

## PAT ON THE BACK

THOMAS E. DEWEY, governor of the state of New York, recently lauded the service of private business schools in a letter to FRANK D. MARCH, president of the New York State (private school) Business Education Association.

"Private business schools," said Governor Dewey, "meet a critical need for specialized education" . . . and help relieve overcrowded public schools.

"Though private schools, unlike public schools, have to pay taxes of every description, they themselves contribute a good deal toward alleviating the tax burdens of others," he added.

## SEAT OF LEARNING

Brown's Peoria School of Business (Peoria, Illinois) is using some unique advertising: benches placed at strategic corners near high schools, where students board and leave busses, bear the name of the school. (See illustration.)



The benches, intended to be permanent, belong to an advertising agency, whose maintenance includes a weekly washing of the benches and repairs as necessary.

## MEDICAL BUSINESS EDUCATION

Collegiate business educators who are looking for new fields of opportunity will want to study the unique "major in medical records" instituted at the University of Colorado. A four-year course—three years on the Boulder campus and

one year at the Medical Center in Denver—has been developed jointly by the University's School of Business and School of Medicine, leading to the degree of "Bachelor of Science in Business."

The program is designed to prepare students for the profession of medical records librarian. Students are trained for the supervisory and administrative responsibilities of the office manager and the duties of medical research assistant; accordingly, the program stresses those aspects of business necessary to efficient office management, including secretarial skills, and those aspects of science basic to understanding medical terminology, records, and research.

Complete information may be obtained from MISS HELEN BORLAND, assistant professor in the University's School of Business, whose interest in training medical secretaries led to the creation of the new program.

## NEW HEADQUARTERS

For many years the national headquarters of NOMA have been in the Lincoln-Liberty Building in Philadelphia. Announcement has been made, however, that the headquarters have been moved to 12 East Cheltenham Avenue, Philadelphia 44. Mail to the staff, including mail to DR. J. FRANK DAME, NOMA's education liaison officer, should be sent to the new address.

## WHAT IT SEAMS

Last summer, in a NOMA-Business educators conference held at Indiana University, H. E. WRIGGELSWORTH told NOMA-ites and educators about the use of—of all things!—sewing machines in the office of his firm, the American States Insurance Company, of Indianapolis. Inquiry by the B.E.W. resulted in the accompanying illustration and the following commentary by Mr. Wriggelsworth:

Several years ago Mr. McCune, who was at that time our office manager, had an idea for solving some of our filing problems. His suggestion was that a sewing machine be used to attach applications, correspondence, and indorsements to all daily reports. A daily report is a copy of the declarations of an insurance policy.

Before we inaugurated the use of the sewing machine, we *pasted* correspondence, applications, and indorsements to the back of the daily report by the use of a water-soluble paste. When the



water paste dried, the paper wrinkled and consequently took up more space in the file. The pasting was a rather slow, messy process, because the girl on the assembly desk arranged her papers and pasted each one, adjusting them to the top of the daily report and using a cloth to spread the paste. With between 4,500 and 5,000 dailies going through a day, this method took considerable time. When a piece of correspondence needed to be removed from the daily, it had to be done with steam.

With the sewing machine, the operator places her papers together, jogs them, and sews them across the top. Ordinary No. 50 white thread is used, and most girls are able to adapt themselves to this operation. The dailies are then stacked and clipped apart. Later, if one item is needed, the threads are cut, the paper removed, and the rest rewired.

The sewing machines were installed in this office by cutting the centers out of two old desks. Two pieces of angle iron were placed in the bottom and set in to make a level table top. The machine was then placed back far enough to allow room for an 8½" by 11" sheet, and the remaining space was reserved for use as an assembly desk. When the operator is away from the machine or is out at lunch, the girls from the filing department bring their papers over to this desk and attach them to the various files.

Those of you in insurance companies know that correspondence in some cases becomes rather bulky. We haven't experimented with the largest possible pack, but we know that the machine will take at least a quarter inch of thickness of paper (twenty-five to thirty sheets).

We anticipated the possibility of needles breaking, thereby causing injury to the operators when they sewed into the old heavy pasted material; but that problem never materialized.



The use of sewing machines to fasten thick packets of file information together has saved 20 per cent filing space, reports Noma-ite H. E. Wiggelsworth, assistant secretary of the American States Insurance Company, of Indianapolis.

One operation now takes the place of three. No pins, no staples, no paste, no steaming, no fingers injured removing pins or staples. We found that over a period of one year it has saved us twenty per cent of our filing space. The accompanying photograph shows the use of the machine, and the work after it is completed.

# RENEWALETs

DEAR BEW: To say the least, your magazine has been a great help to me as a teacher of shorthand and typewriting in a public high school . . . has inspired me to greater efforts. Your articles on teaching methods and devices and lesson planning and your human-interest stories are food for thought to young teachers like me. . . . More power and success to you!

EUTQUIO C. MENDOZA  
Pasig, Risal, Philippines

# TEACHER CONTESTS

DEAR BEW: Hope my letters were received in time for the contest and have helped. Let's have some more contests for which "we the business teachers" may compete!

MARY ALICE TURNER  
Wadesboro, North Carolina

[Contestant Turner, whose entry in the recent B.E.W. business-letter contest won an honorable mention for her, has an idea. B.E.W. editorial staff would like to know in what teachers would like to compete. Meanwhile, we suggest to shorthand teachers the possibility of winning laurels in *The Gregg Writer* magazine's mammoth contest.—Editor]

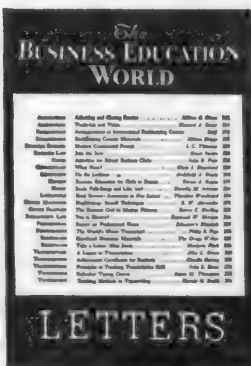
# SALESMANSHIP AIDS

DEAR BEW: I was very much interested in Mr. Bowser's article, "Business Trains for Sales," in your December issue. Having been in the business world for the last six years, I can fully appreciate his viewpoint.

In the article, mention is made of some firms that conduct sales training programs. Do you know what firms would send teachers information about their programs? I would like to use such material for my salesmanship class.

LOUIS FRIEDMAN  
Monticello High School  
Monticello, New York

[Note: Mr. Bowser has provided the B.E.W. with names and addresses of some firms he believes would be willing to send instructional aids to business teachers. Address your request for a copy of this list to the B.E.W. (270 Madison Avenue, New York 16, New York) and enclose a stamped and self-addressed envelope. Mr. Bowser especially recommends that teachers send to the National Cash Register Company (Dayton, Ohio) for a copy of the booklet, "Your One-Hundred Thousand Hours.—Editor]





How we set up and  
operate our college

## Placement Bureau

**J**UNE placements begin months before graduation, whether you are campaigning for jobs for teachers, for secretaries, or for any other specially trained group. Placement carried on in progressive colleges, universities, and high schools is no longer a spur-of-the-moment, one-day affair in the merry month of June, but a year-round activity.

During the last two years at Thiel College, where we present a two-year secretarial course and a four-year business-teacher course (as well as liberal-arts offerings), we have re-organized our placement service. From an isolated function carried on by each department, with no co-ordination of effort, we have evolved what we believe is a centralized, well-organized, and efficient placement service. Because the responsibility for setting up a centralized placement bureau is frequently assigned to business teachers in high schools (inasmuch as they are often the only vocational teachers), an outline of the procedure we developed and now practice at Thiel may serve as a blueprint for others.

### *Background*

For a number of years, students in our office-practice course were given special instruction in job-getting techniques, in writing application letters, in preparing personal-data sheets, and in conducting themselves properly in employment interviews. Students from other departments of the College, observing

---

ALTON G. KLOSS is director of business education and placement officer at Thiel College. He is also editor of the *P. B. E. A. News* (publication of the Pennsylvania Business Education Association), a member of Delta Pi Epsilon, and an energetic participant in many professional activities.

---



ALTON G. KLOSS  
Thiel College  
Greenville, Pennsylvania

the results that business-education majors were getting, began to ask for similar instruction. Before we knew it, our president had given us his approbation; and we were in the placement business.

Having had no previous experience in the operation of a placement bureau, we sought information from placement officers in colleges that had well-established services. All were highly co-operative, and soon we had placement forms of every description. By analyzing these forms and modifying some and consulting with other placement officers, we developed a system and a set of forms specifically designed to meet the needs of our young bureau.

### *Collecting Data*

Armed with our forms, we set up a procedure to gather data for presentation to prospective employers. For each applicant, we compile a filing card and six sets of credentials. Collecting the data for these credentials and the card is the first step.

As soon as classes resume in the autumn, we start registration interviews with students who will graduate the following June. At these interviews we prepare an index card that itemizes the information on Form 1.

On the reverse side of this 4- by 6-inch card there are spaces for the names and addresses of references. We ask our applicants for several references, of which a typical set might include two college professors, a high school teacher, a former employer, perhaps a superior military officer, and a home-community reference.

When the card has been completely filled out, it is filed alphabetically under the job classification in which the applicant is interested. The card serves as an index to the other data we compile—we keep our bound

sets of credentials in folders that are filed numerically according to the students' registration numbers.

The next phase concerns the getting in touch with the persons whose names were given as references. To each of these we send a form letter in which the inside address, date, and name of student is inserted and on which there is ample room for the reference to give a complete statement. We enclose a reply envelope, of course.

When the Form 2's are received from the references, the recommendation is checked off on the reverse of Form 1 so that the office secretary will know when all the recommendations have been received. The secretary compiles the confidential statements on Form 3, a full-sized sheet of onionskin paper (thin, you see, so that it takes little room in the set of credentials), which bears two warnings:

**CONFIDENTIAL STATEMENTS TO THE  
PLACEMENT OFFICE**

(Under no circumstances should these statements be shown or given to the applicant.)

**Form 3: Compilation of Recommendations**

We feel that this emphasis on the privacy of the recommendations is required by our promise (on Form 2) not to reveal the statements. The secretary does not abridge the recommendations; she uses as many sheets of Form 3 as necessary.

During the registration interview the student also fills out Form 4 (Confidential Personal Credentials) and Form 5 (Record of Activities and Experience). He fills these out in pencil, and the office secretary types copies on onionskin paper, for inclusion in each set of the applicant's credentials. Information unavailable from the student, such as rank in high school class and intelligence quotient, is obtained from the College registrar's office and is inserted on the record by our office.

Because every potential employer is interested in the academic achievement of the applicant, our placement office also obtains from the registrar a complete record of courses taken and grades earned; this record is included in each set of credentials.

**THIEL COLLEGE PLACEMENT BUREAU**

Name ..... Folder No. ....  
Type of position desired .....  
Graduation year .....  
Two-year course ..... Four-year course .....  
Degree .....  
College address .....  
College telephone .....  
Home address .....  
Home telephone .....  
Name of parent or guardian .....

**Form 1: Front Side of Registration Card**

**THIEL COLLEGE PLACEMENT OFFICE**

To ..... Date .....  
.....  
.....

.....has registered with this office for placement assistance. Your name has been given as a reference.

Will you be good enough to give us below a confidential appraisal of ..... work and personal qualities. Statements are for use of this office and employers. **YOUR STATEMENTS WILL NOT BE COMMUNICATED TO THE APPLICANT.**

Very truly yours,  
Alton G. Kloss, Director of Placement

**REPLY**

**Form 2: References' Information**

We have found that employment interviews are greatly expedited through the use of application photographs, and we stress the importance of the student's providing us with six copies of the best picture he has available.

As soon as the information for the credentials is ready, six sets are typed and bound separately in a special heavy backing sheet similar to that used for legal documents.

All the records in the set are prepared on lightweight bond paper so that the set can be folded to fit a large envelope. We place great importance on the neat appearance of the credentials. The complete set includes all the data suggested above.

***Marketing Procedure***

The conducting of registration interviews, compilation of information, preparation of credentials, plus reading about job-getting techniques is merely Step One, the routine and preliminary ritual preparatory to market-

**By a High School  
Supervisor**

At the moment I am compiling a long list of the current "ifs" of my teachers. In another week or two I'm going to get a group of boys to help me raid the closets and bring out all the loot that now lies buried. I think I can pretty well match the "ifs" and the loot. Come to think of it, who was it that asked me yesterday for a metronome. hmmm?

We have found membership in personnel, educational, and business organizations to be extremely worth while. Many opportunities for our graduates are uncovered during attendance at the meetings of such organizations and through the reading of their literature; and new trends with employment significance are learned.



Below-mentioned activities

Activities activities

Special activities and assignments

**PRACTICAL EXPERIENCE**

Date \_\_\_\_\_ Institution or company \_\_\_\_\_ Location \_\_\_\_\_ Type of work \_\_\_\_\_

Previous teaching experience \_\_\_\_\_

Type of teaching conditions held \_\_\_\_\_

Subjects covered, to teach \_\_\_\_\_

**1968 GRADUATE PLACEMENT OFFICE**  
**Collegiate Graduate**

Name to fill \_\_\_\_\_  
College address \_\_\_\_\_  
Home address \_\_\_\_\_  
College phone \_\_\_\_\_  
Date of birth \_\_\_\_\_ Home phone \_\_\_\_\_  
Height \_\_\_\_\_ Weight \_\_\_\_\_ Eyes \_\_\_\_\_  
Marital status \_\_\_\_\_  
Graduated from \_\_\_\_\_  
High School certificate completed \_\_\_\_\_  
Went to High School also \_\_\_\_\_ High School \_\_\_\_\_  
College branch wanted (Specify details if any) \_\_\_\_\_  
Special \_\_\_\_\_  
Specialized details if any: \_\_\_\_\_  
Special course \_\_\_\_\_  
English \_\_\_\_\_ Spanish \_\_\_\_\_ French \_\_\_\_\_ German \_\_\_\_\_  
Course of studies \_\_\_\_\_  
National service \_\_\_\_\_  
Type of service \_\_\_\_\_ Date \_\_\_\_\_ Sex \_\_\_\_\_  
Type of discipline \_\_\_\_\_  
1968 year service Date \_\_\_\_\_ Sex \_\_\_\_\_ Discipline \_\_\_\_\_

THIEL COLLEGE

PLACEMENT OFFICE



*Confidential Information*

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printed, this notice shall be null

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THIEL COLLEGE  
GREENTREE, PENNA.

**THIEL COLLEGE**  
CHAMBERSBURG, PA.

**SUBSTANTIAL TEACHER CANDIDATES**  
(Available for September, 1947, Teaching Appointments)

**MAJOR SPECIALTIES**

Cagle, Sam.....	Biology, General Science, Mathematics
Coppett, June.....	Mathematics, English, Science
Newton, Margaret.....	Office Practice, Typewriting, Bookkeeping, Commercial Law, Social Studies
Parson, Eleanor.....	Office Practice, Bookkeeping, Typewriting, Commercial Law, Social Studies
Pont, Burton.....	History, Social Studies, English
Plopf, George.....	History, Social Studies, English
Pugh, Beatrice.....	History, Social Studies, English
Stammann, Lydia.....	English, English, Social Studies
Long, Emma.....	English, Chemistry, General Science, English
Love, Robert.....	Mathematics, Spanish, Social Studies
Baroque, Louis.....	Commercial Law, Typewriting, Bookkeeping, Office Practice, Business English, Mathematics, English
Orlbaum, Emma.....	General Science, Mathematics, Commercial Law
Ufer, Patricia.....	Office Practice, Bookkeeping, Typewriting, Mathematics, Social Studies, Biology
Vitale, Jean.....	English, Mathematics, Bookkeeping, Spanish
Ginsart, Elmer.....	Biology, Chemistry, General Science

**SERVICE TO HIGH SCHOOL ADMINISTRATORS**

If a vacancy exists in your school system, and you are interested in any of the above candidates, call Grosvenor 226, or write to Thiel College, Chambersburg, Pa. 17001.

Complete credentials including personal data, academic record, extracurricular activities, work experience, service record, and references must be submitted for your consideration.

Interviews will be arranged if you wish to talk with candidates of the College, at your office, or elsewhere.

### Form 5: Record of Activities and Experience

### Form 4: Confidential Personal Credentials

Alumni of our College, especially those who have attained outstanding achievement in their fields, are most helpful to us. We urge them through correspondence and personal contact to report vacancies that Thiel men and women might fill, and they have responded well. Successful alumni give our students, again at our request, vocational guidance to supplement that given on the campus.

During the months of March, April, and May, personnel representatives from school systems, corporations, and other enterprises visit our campus to interview our students. This is, of course, a practice on most college campuses. We do our utmost to facilitate these interviews: rooms for the meetings are provided, and "courtesy for all" has been our successful keynote. The confidential credentials are at the disposal of the visitors and serve them as a guide for questioning and as basis for evaluating the qualifications of the interviewees. The sets of credentials are also available to employers who wish to use them in conjunction with application interviews held at their own offices.

### Form 7: Announcement of Teacher Candidates

## Conclusion

Most of our placements are made during the spring months and during the early part of June. July and August are our "clean-up" months, in which we complete the year's placements and set the stage for the next round of registration interviews.

So, when September comes, we are ready to repeat the cycle—always more optimistically, knowing that our most recent group of graduates, happily settled in their new careers, are opening new doors not only for themselves but also for the students who will follow in their footsteps in the years ahead.

# Thumbs—

## for Teaching Business English

MRS. R. M. STRAHL  
Lincoln, Nebraska

THE primary objective of most business-school students is the mastering of certain skills that can be directly applied to a vocation. It has been my experience that a course in business English can meet this objective if it is taught in a practical manner. Teaching other skill subjects has made me realize that, in teaching English as a skill, it is necessary (1) to teach only what is absolutely essential to correct usage and (2) to give the student definite guides to correct usage.

In September, 1946, when I returned to the teaching of English after having confined my efforts to the teaching of shorthand, typing, and accounting for several years, I found myself confronted by 125 "not-so-eager" faces—most of them veterans'. English was a required subject, and the students weren't convinced that they could make it "pay off" in dollars and cents when they started out to earn a living. Neither was I. For this reason, I revised the course outline and class procedure so that students would develop genuine *skill* in speaking and writing correct English in the twelve weeks allotted to them. I selected a text and a workbook in order to afford plenty of practice in the use of correct forms.

I made my explanations in advance (on the work assigned for the next day) and in as concise and definite a manner as possible. I usually illustrated with sentences on the board, taking plenty of time to answer questions. About one-third of the class period was devoted to this explanation.

The procedure for the remainder of the period was varied. Sometimes I called on members of the class to explain the topic, asking them to illustrate with original sentences. Again, I called on them to read sentences from their written assignments and to prove the correctness of the sentences to anyone who

raised a question. Occasionally, when pressed for time, I gave the answers while the students checked their work; but the student-participation method held the class interest much better. All workbook material was corrected in red and retained by the student for review and study until the end of the course.

### *Ten Thumb Rules for Business English*

The keynote to my teaching technique is simplification. In order to accomplish this, I have attempted to work out definite rules, or testing devices, that may be applied to the correct writing and punctuating of sentences. Some of these rules I have picked up from other teachers or writers. Many of them I have devised myself.

*Thumb 1.* Somewhere back in grade school I learned that the direct object always answers the question "What?" In teaching the use of *rise* and *raise*, I simplify the process thus: Use the verb *raise* when there is some word in the sentence that tells what is raised; otherwise, use *rise*. This works with the active and the passive voice. It can also be applied to *lie*—*lay* and *sit*—*set* (except when *set* means *settle*, as in the case of the sun or of concrete).

*Thumb 2.* I suggest that to choose between *who* and *whom* used to introduce a subordinate clause, it is well to draw a mental line through the remainder of the sentence and forget about it; then, if the main verb in the clause has some other subject, use *whom*, because it will be the object. If there is no other subject, the relative pronoun *who* should be used—it is the subject. The question of whether or not the relative pronoun tells "what" may also be raised here.

*Thumb 3.* When a choice is being made between a singular and a plural verb in a relative clause, I suggest determining the word for which the pronoun stands, then substituting to see which verb to use. For example,

in the sentence, *One of the men who (was, were) working near me fell*, is the meaning, *One was working near me* or *The men were working near me*? This makes the choice much simpler.

**Thumb 4.** Recently I hit on a new test for *shall* and *will*. One student said, "I will help you," explaining that he used *will* because the sentence showed determination, since it was a very positive statement. On the spur of the moment, I asked him whether it would be correct to say: "I promise to help you," or, "I am determined to help you." Not only did he get the point, but other members of the class started immediately to substitute "promise to" or "am determined to" for the auxiliary verb in their sentences, thereby finding their own mistakes.

**Thumb 5.** Since the personal pronouns and the relative pronouns *who* and *whoever* are the only words that differ in the nominative and objective cases, I use these pronouns in all my examples for teaching the difference between the two cases, including several pronouns in the same sentence. The fact that the student must know the case in order to choose the right word stimulates interest; for example: (*he, him*) asked (*her, she*) to go to the dance with (*him, he*).

**Thumb 6.** In the case of compound subjects or predicates that include a pronoun, drop the noun and test for correctness by sound: *He went with John and (I, me). He went with me.*

**Thumb 7.** The above method can also be applied to the negative element in *don't* and *doesn't*. "Would you say," I ask, "'Do she want any?' If not, 'Don't she want any?' is also incorrect."

**Thumb 8.** Students often have difficulty in determining when such words as *looks*, *smells*, *tastes*, and *feels* should be followed by an adjective rather than by an adverb. If the meaning is to smell with the nose, look with the eyes, taste with the tongue, or feel with the hands or feet, the adverb is used; otherwise, the adjective. The flower *smells sweet*. The man *smells* the cake *hungrily*. In the first example, the flower obviously could not smell with its nose; in the second, the man does.

**Thumb 9.** In teaching the section on punctuation, I try to simplify the learning process by condensing the rules as much as possible and by teaching only one correct way of punc-

tuating any given construction; for example:

Most grammarians agree that introductory clauses, long introductory phrases, and phrases containing a verb form must be set off by commas; on the other hand, in the use of short introductory phrases and introductory words, the comma may be omitted under certain conditions. Even though the comma may be omitted in the latter, it is not incorrect to use it; therefore, I teach the students that any introductory word, phrase, or clause preceding the main clause may be set off by a comma. In order to follow this rule, it isn't even necessary to distinguish a phrase from a clause.

**Thumb 10.** Restrictive and nonrestrictive clauses seem to be the greatest bugaboo of punctuation; but even they can be somewhat simplified. Try changing the clause in question into a second sentence; then see whether the two sentences express the same thought that is expressed by a complex sentence. If so, the clause is nonrestrictive. For example: *I will go with you, even though it is not yet dark.* Breakdown: *I will go with you. It is not yet dark.* Contrast: *I will go with you if it is dark.* The last sentence cannot be divided without destroying its meaning; therefore, it is restrictive.

These are only a few examples of my short cuts to correct usage. Devising generalizations gets to be a game once you get started, and sometimes you find students who want to play.

One day not long ago, I called the attention of the class to the statement in the text: "Careful writers use *that* for introducing restrictive clauses and *which* for nonrestrictive clauses." One girl suggested that, since subordinate clauses introduced by *that* were either restrictive or noun clauses (neither of which was set off by commas), why not just say: "Never use a comma to set off a *that* clause." We had to make a few exceptions, but it has proved to be a very useful general rule.

### *What We Gained*

The other teachers assure me that students leaving my class to enter the classes in transcription and secretarial training do have a much better foundation in English fundamentals than those who entered previously. I can see similar improvement in the applica-



## FEATURES

## "We Got It Straight!"

Such a pantomime-discussion can be conducted on the basis of any type of co-operative work, whether it is clerical, secretarial, bookkeeping, or selling. The purpose, of course, is to focus attention on what the audience needs to have dramatically emphasized.

\* Such statements as these make me feel that the procedures I have described are worth passing on to other teachers.

# The Administrator Looks at the Secretarial Practice Teacher



Sixth of an administrative series, by Los Angeles Supervisor of Business Education JOHN N. GIVEN

LET IT be said at the outset that the secretarial practice class, sometimes referred to as "office practice," is a course for instruction, not for production. The able administrator realizes that this class is *not* a production laboratory for the school; the simulated office atmosphere is *not* to be construed as an invitation to duplicate endless streams of notices and aids for various teachers or departments.

The secretarial practice class is a dress rehearsal for business life. Here, co-ordinated as one unit, business skills and knowledges and understandings must be fused, must be integrated. There are things to be learned, skills to be whipped to top-notch level, procedures to be automatized, facts to be mastered, attitudes to be developed—a lot more than developing skill in typing masters and operating a duplicating machine. Castigation for that teacher who measures his success by the number of copies of duplicated bulletins his class produced in a semester!

## Basic Considerations

It is in the secretarial practice class that the student combines and puts to use the skills he has acquired in prior subjects—typewriting, bookkeeping, shorthand, business correspondence, filing, and transcription. Integration of these skills demands careful planning, expert teaching.

Clearly the successful teacher must have accurate and first-hand information as to the secretarial and stenographic requirements in his immediate locale; so, it goes without saying, the teacher must have good business contacts. He should have entry to well-organized business offices.

Clearly, too, the class must be organized

on a business-office basis, with the teacher as office manager and students as workers. Assignments are "jobs," and tasks are "duties." Every factor that can increase the office-ness of the atmosphere will be an aid in adjusting the graduate to actual offices. To maintain such an atmosphere, the teacher should be an experienced office worker himself and should be fully capable of doing every "job" assigned any student. Too, students should be introduced to office realities through office visitations at least two or three times a semester.

## Symptoms

How can the school administrator recognize effective teaching when he visits the secretarial practice classroom? He should note:

1. That class activities *do* integrate all the training factors—typing, keeping books, recording dictation, transcribing, filing, composing original business letters.
2. That class activities are conducted in office fashion, with a definite organization of management responsibilities.
3. That the teacher's comments and instructions are authoritative, show reference to experience rather than reference to textbooks.
4. That the work is carried out on a basis of individual instruction; hence, students may be moving freely—but purposefully—about the classroom.
5. That the teacher is here, there, and everywhere—giving advice, demonstrating, explaining, encouraging, helping, but letting the students do the actual work.
6. Activities are focused on learning, *not on producing work for the school.*

Next Month: "The Administrator Looks at the Transcription Teacher."

# Vocational Training in Business

KENNETH B. HAAS

Retail Training Director  
Montgomery Ward, Chicago

THE other day, I went to a meeting sponsored by well-known educators for the office occupations. The speaker took almost an hour to tell his audience that bookkeeping was the backbone of the business curriculum, that shorthand was the key to an understanding of English literature, and that penmanship practice built character and a love of beauty.

When he had finished, everybody applauded his speech. It reaffirmed their preconceived notions; so naturally they applauded. This article will not do that; it contradicts the preconceived notions of most business educators.

When I became a teacher of commercial subjects, the leaders in commercial education were talking and writing along those cheerful lines; they continue to do so. Those were the topics of convention speakers and yearbook articles when I came in; they are still the chief topics of interest. The only apparent change in two decades has been to shift terminology from "commercial" education to "business" education. There has been no appreciable shift of emphasis except that business education is, possibly, less vocational than its predecessor. Business education has not grasped its opportunities—but they are still present. The purpose of this article is to name those opportunities.

## Working Definitions

Half the murkiness of educational controversy would be dissipated if educators and others who write about vocational training were to clarify their working terminology. The following definitions tell what I am talking about now.

*Vocational Training.* "Systematic instruction and drill . . ." (quoting the dictionary on its definition of *training*) " . . . pertaining to an employment, occupation, vocation, or profession" (quoting the dictionary again, this time on its definition of *vocational*).

*Vocational Education.* To the learner, "learning how to work"; to the educator, "teaching others how to work." Vocational education is a systematic program for discovering, organizing, and imparting the knowledges, skills, and attitudes people must have for successful participation in specific work areas. Combined with adequate guidance services, it is a program designed to enable each person to discover his own interests and potentialities and to prepare himself to find a satisfying place in the work of the community.

*Business Education.* "Training, either specifically vocational or general, in the two broad areas of distributive education and office education."

*Distributive Education.* "Vocational training in the skills, ability, knowledges, understandings, appreciations, and judgments which are required for employment in retail selling, store operation, and store management."

*Office Education.* "Vocational training in the skills (characteristically, typing, shorthand, bookkeeping, penmanship, and office practice), knowledges, understandings, and attitudes required for employment in clerical office positions."

These definitions, you will note, all concern *vocational* aspects of business education; so does this article: we are not considering here the values or characteristics of nonvocational business courses.

Let us summarize here briefly the author's point of view concerning the purpose of vocational education: Its purpose is to enable the individual to develop and use the abilities, understandings, information, and manipulative skills he will need to enter on and progress in employment. We do not hold that this purpose should obscure the other ends of education. Persons who receive vocational training should have the opportunity for other education, as needed and desired, which contributes to their development as good citizens and to their health, social, civic, aesthetic, and economic interests. Vocational education is expected to supplement other types of education, not replace them or detract from them. On the other hand, other types of education



must not detract from or replace vocational education.

### **Basic Principles Involved**

Since the turn of the century, educators have debated a multitude of theories about vocational education. Some principles, however, have been generally agreed on by most authorities in the field. Among them are the following, and they are enumerated here because they represent those on which much of our subsequent criticism and optimism are based.

#### *Public vocational education must—*

1. Provide vocational training for *all* age and ability levels.
2. Provide an adequate program of occupational information and guidance.
3. Provide a diversified program of training, with variety in offerings and flexibility in facilities.
4. Match employment opportunity.
5. Provide a program for recruiting qualified instructors.
6. Integrate the knowledges, opinions, and experiences of leaders in vocational education, of leaders in the community, and of leaders in the school's program.
7. Provide a means for constant self-appraisal of the effectiveness of the program.
8. Provide a means for constant self-improvement to the end that new developments in vocational education, schools, methods, and materials will be available.

If every program of vocational business education could be scored 100 per cent on each of those eight principles, all America would turn admiring eyes in our direction. Unfortunately, few programs of public vocational education would actually score even a

passing per cent on *any* of those principles—despite the fact that the principles themselves have long been established and accepted.

Just as we have these principles for the whole of vocational education, there are a few well-known credentials that every vocational course should be able to present. These, too, we will enumerate here.

#### *A vocational course must—*

1. Be held effective to the extent to which it is given to a *selected group*. (By *selected group* I mean a group that wants the instruction, will be able to profit by it, and will have an opportunity to use it.)
2. Contribute directly to and function directly in the occupation or job for which training is being given.
3. Be taught by instructors who are 100 per cent occupationally competent in the kind of work for which they are giving training.
4. Be able to indicate the efficiency of the school product on the job.
5. Be taught in a circumstance that approaches that of the job for which training is being given. (This includes equipment, **standards of work**, **kinds of work done**, surroundings, and attitudes.)

The foregoing criteria for evaluating an individual vocational course are universally accepted nowadays—in writing; but in practice our programs rarely come near them. Indeed, to the long-range observer, it is almost ludicrous to see how far apart the principles and the practices of vocational education actually are. Yet, in the possibility of eliminating those divergencies, *in the possibility of bringing practice up to the principles*, lies a magnificent and challenging prospect for the vocational business education of tomorrow.

So, let us turn now to the task of weighing



KENNETH B. HAAS is now director of retail training for world-famous Montgomery Ward; but for eight years he was a field agent of the United States Office of Education—its business education representative for thirteen eastern states and the District of Columbia. In this article Doctor Haas draws deeply on the careful notes he kept of every community he visited, his successes, his failures. He gives us a disturbing picture of vocational training in business education as it is today, but at the end he comes through with a glowing picture of the eventual possibilities of vocational business education.

today's business education on these two sets of scales.

### **Opportunity for All**

Our first principle of vocational education indicates that the public schools have a responsibility to serve all citizens: the schools should offer a variety of courses so that the vocational-training needs of all ages and all abilities can be served. "All ages and all abilities" includes, let us note, adults and out-of-school youths as well as in-school children.

Is this broad and important responsibility being met? No, it is not.

Indeed, in all the United States only a few cities make any provision for vocational training beyond the high school diploma-earning level; and, even in these cities, the business-education offerings are exceedingly meager and parsimonious.

Why?

There appears to be a definite tendency to accept the accomplishments of the past and to maintain the familiar *status quo*—certainly this is true insofar as office education and distributive education are concerned. Rarely, an enterprising individual will jolt tradition for a while; then compromise with the curricular inheritance that public schools received from the business colleges, and be happy if he has made some slight gain. The sequence of shorthand, typewriting, and bookkeeping that I have observed everywhere appears to be hal- lowed. Periphery subjects may vary, may be gone for a year, may be upgraded or down-graded, may shuttle between departments; but the triumvirate of shorthand, typewriting, and bookkeeping reigns with solemn ritual.

No, public school personnel, however sincerely they may have accepted the principle that they should put *width* into vocational training, have not been able to implement and set a-ticking the kind of a program that de- parts from tradition and meets today's new needs.

Sometimes the situation is ridiculous. In one town of 13,000 population, there is a unique sales situation—the result of which is that 2,089 of the population (over half the adults!) are employed in distributive occupa- tions. Yet, unbelievably, not a single voca- tional course in distributive education is of- fered in the community high school! In vir- tually every district there are enough jobs in

distributive work to warrant vocational train- ing for this field; the ridiculousness of the situation is only a matter of degree.

Indeed, in most eastern states and cities, the *only* vocational education offered is in the areas of bookkeeping and stenography. Train- ing in distributive education, like training in the trades, is needed and begged for, but is ignored. And, as we shall see later, the train- ing in bookkeeping and stenography is so meager, so bodiless, so unvocational that one can almost make a sweeping generalization: our secondary schools offer no real vocational training—let alone a *diversified* vocational- training program!

In the meantime, the need for a genuine and diversified pattern of vocational business education crescendos with the years, forecast- ing opportunity for the future. Somehow, in the future, the tight grasp of the past will be broken.

### **Occupational Information and Guidance**

Our second principle of vocational educa- tion points to a need for providing all con- cerned with adequate occupational informa- tion and guidance, for such information and guidance is essential to effectiveness. This is not a matter of "selling," nor is it a matter of syphoning more students into our voca- tional classes; it is a matter of providing youth with the tools of discernment so that they are made aware, before they have passed the op- portunity by, of what vocational training can do for them.

Throughout the country, business educa- tors, like other educators, have cried for effec- tive help in this matter; and, although the need is still acute, there are signs that the need is being answered increasingly. The lit- erature of the day is swelling with occupa- tional information. Young people's magazines bulge with job descriptions. Teachers' jour- nals echo the technical aspects of guidance. Universities are offering counseling and oc- cupational-information courses, and hundreds of business educators are broadening their own training to include knowledges in this area.

The recent interpretation by the U. S. Of- fice of Education to the effect that govern- ment vocational funds may be used for voca- tional guidance — including the training of counselors and support of guidance programs in local school districts—is another optimistic

note that shows how action can result from an alerted body of educators.

True, my experiences in visiting schools were not as encouraging as one might hope. Guidance, in general, was held lightly or in too much awe—with too little or too much enthusiasm. But the contagion is in the air, and the opportunity for growth and fulfillment here is great.

We can envision what guidance will do for the individual, the student, the worker, the employer. What will a booming program of guidance do for vocational education and our training programs?

Recently a symposium on problems of distributive education made the following recommendation:

In order that the trainee may find a job and succeed in it, the school must provide guidance that will discourage the unfit and lead others toward the fields for which they are best suited; must develop traits, habits, character, and personality as well as skills; must maintain standards equal to those that business demands on initial jobs; and must provide placement, adjustment, and follow-up service.

That statement, if implemented by action, gives an indication of what the future holds for vocational education: a fair hearing for business education; liaison with business op-

portunities and actualities; elimination of mal-adjustments; student selection; and, therefore, increased instructional efficiency.

Business educators, both for office and distributive education, can do much more than cheer for guidance; they can contribute to it and help its growth:

1. Insure a fair hearing for business.
2. Supply occupational information.
3. Direct or assist in community surveys.
4. Direct or assist in follow-up studies.
5. Supply individual counseling.
6. Supply information about training opportunities.

In helping counselors in their schools, business teachers can:

1. Help eliminations where proper.
2. Help selection.
3. Help with placement.
4. Help with follow-up.
5. Help with pupil adjustment both in school and on the job.
6. Keep counselor informed about pupil progress.
7. Assist in exploration of training opportunities.
8. Assist counselor and school in supplying information about business education, its demands and opportunities.

With so much guidance progress in the air, and with so much good that can accrue to vocational business education through good guidance, business educators can, and ought to, support guidance activities in every way. Thank goodness there is no binding tradition to curtail our efforts here!

### *Diversity of Offering*

*Typical Problem.* In one rural county in an eastern state, there was a total of 494 retail, wholesale, and service establishments. Of these 494 distributive agencies, 139 were located in one small town. Of the 948 employees of those agencies, 373 were employed in that small town.

*Obvious Indication.* There should be in that town some vocational training for distributive education.

*Actual Condition.* There was no distributive education taught in that whole county. In half a dozen schools, however, shorthand, typing, and bookkeeping were taught; and those schools produced many more stenographers and bookkeepers than the county could use at that time.

*Moral of the illustration.* Schools should offer greater diversity of training.

This principle, that a program of vocational



"It's 3:30 and my hairdresser's appointment looks better and better."

education should have a wide variety of offerings and should have flexibility of facilities so that they can be adapted to many uses, was our third general principle. The case illustration given in this article is not an exception; it is a commonplace contradiction of the principle.

This principle is not new. It is not a matter of debate. It is an accepted factor. Thousands of graduate students can write essays about the importance of variety and flexibility in an educational program. Yet, for all the mental acceptance, the principle has not been put to practice.

Here again is great opportunity for tomorrow: by one means or another—means already well experimented with—business education will one day be brought to the thousands who need a version of it without needing the whole of it.

Every town of 10,000 or more needs a business-education center—in or out of the local high school building. Such centers could adequately be served by traveling or itinerant instructors. These centers need part-time and evening classes, youth and adult classes. If the town referred to in the case illustration had such a business-training center, for example, it would be quite possible to give the vocational training those distributive employees and employers need and want.

Counties that do not have towns of such size, as well as rural areas lying between towns, could be serviced by an area vocational school.

### *Use of Facilities*

The problem of offering a diversified program of vocational education is closely tied with the use of school facilities, for a program of public vocational education is generally held to be effective in direct proportion to the use of school facilities by those both within and without the school itself.

In nearly all communities, schools are locked at four o'clock in the afternoon. True, the gymnasium may be open in the evening, and the playgrounds may be available, if public pressure has been exercised for their use; but the classrooms are kept locked, by and large. Suppose a group of twenty-five dental secretaries wanted to take an evening course on bookkeeping for their work—no, the school is closed. Suppose twenty-five retailers want

a course in window decoration such as may be given in another part of the state—no, the school is closed.

On the other hand, business's own facilities are scorned with a keen disregard of their value. Business educators have been just as lax as school administrators who have failed to authorize co-operative work.

Still, it is encouraging to note a step in the right direction. Businessmen are occasionally invited to visit schools and to speak to classes. Business texts are more businesslike and less textlike. Play stores, "model" banks and sales counters, and miniature filing sets are becoming commonplace. More and more classes in secretarial practice and in retailing are striving for realism. Of course, the step that brought these business realities to the classroom was taken twenty years ago. We are due for another step, a longer one, right into full-fledged occupational training, complete with work experience.

Until there is a mutual sharing of learning facilities, vocational business education will continue to languish both within and without the school. Every community has the facilities; rare is the community that uses them; fortunate is the school district with enlightened leadership that opens the way to liaison and mutual assistance between the educating and employing forces.

### *Employment Opportunities*

"Vocational training should match employment opportunities"—that was our principle No. 4, and it is such a truism that one wonders why it is not adhered to 100 per cent. But it is not. This is an indictment of business education; it is also one of its guides for the future.

Everywhere there is evidence that we give the wrong training, and too much of it. Ever since 1916, study after study has pointed out that we are neglecting office occupations other than stenography and bookkeeping, that we are neglecting the whole field of distributive education. (Today's market for bookkeepers and stenographers, it is true, is still at a rush and search level; but this discrepancy between supply and demand is a local one, and many localities have passed the peak already.)

The truth is that few states and communities even know what occupational opportunities exist in their areas. I found no state-wide



survey that was not at least eight years old. True, common knowledge and experience points out to us the growing demand for office-machine operators; and the newspapers have more ads begging for salespeople than for secretaries. Somehow, nevertheless, we business educators have blinded ourselves to both the need for survey and the recognition of common knowledge; and we go on dispensing funds for superfluous training in the old stand-bys.

Census Data

When we examine the data in the occupational census,<sup>1</sup> we find enormously convincing evidence to place before school officials:

In most states, distributive business is second only to agriculture—an indication of the need for training in distributive occupations, a need that is now virtually untouched.

There is a tremendous number of beginners who enter the distributive field each year, and the turnover is very great.

Matching Opportunity

There are numerous facts about employment opportunity that are readily available. They consistently tell us that our training of office workers—or, rather, two popular groups of them—is disproportionate to the demand. The same facts also tell us that there are many employment opportunities that we have been ignoring, and the area of distributive education is the headliner in these.

Opportunity for business education for tomorrow? The most apparent opportunity lies in education for retailing. The opportunity is at hand, but we must turn a hand to grasp it. We cannot expect the Federal Government to carry the burden indefinitely while waiting for public schools to awaken to their responsibility!

. . .

(So far, Doctor Haas has focused discerning criticism on the inadequacies of vocational business education. He continues his analysis in next month's B.E.W., and terminates with a series of recommendations for lifting business education out of the habit-rooted groove it now rests in.—Editor)

<sup>1</sup> See *Census of Business, 1939*, Sixteenth Census of the United States, 1940, for Retailing, Wholesale, and Servicing Businesses.

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WORLD**

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**FEATURES**

Case  
Studies

MARION WOOD  
College of Practical  
Arts and Letters  
Boston University

9. Ella

ELLA was a good typist and she could transcribe. In the dictation class, however, she was lost—a condition that was rapidly bringing on a state of discouragement.

We used the following device to help her overcome her weakness in taking dictation. During the period when other members of the class were transcribing, Ella took dictation from voice-writing records. She could, of course, stop the dictator any time, and so she did not feel the tension she felt in the dictation class. Regardless of whether or not she knew an outline, she wrote something. In rereading her notes, she checked on the accuracy of doubtful outlines and thus improved her shorthand vocabulary. This work built confidence and gave her the practice in writing shorthand from dictation that enabled her to rejoin her dictation class and make satisfactory progress in taking dictation.

10. Jane

JANE was inaccurate in typing. After analyzing her work, we felt that Jane was not concentrating on the material to be typed. She was not keeping her fingers close enough to the keys, and she was trying too hard for speed. Every time she made an error, she would make a face, which indicated that she was concentrating on her errors.

We selected five paragraphs from the back of her textbook; paragraphs that demanded concentration because they consisted of words that were not too common—however, not too difficult. Jane attempted a perfect copy of each paragraph.

After a week of this drill, Jane said: "One of the things that has helped me the most in typing is the drill that I have done on these paragraphs. Before I tried for perfect paragraphs, I had a great many more errors in my project work than I have now."

# Training First-Year Typewriting Pupils for Contests

By a trainer of Texas champions:

EARL Y. WOLFORD  
McKinney High School  
Boyd, Texas

**I**N TRAINING pupils for typewriting contests, you, too, have probably found that the benefits are many, because contests and contest training encourage the best effort of *both* teacher and pupils.

Tournaments provide the teacher a serviceable field for exchange of ideas and methods. Training for contests stimulates the business teacher to exploit his knowledge of methods and teaching devices to the fullest extent, causing him to appraise his teaching constantly in a continuous search for improving classroom techniques and procedures. Participation in contests leads the teacher to ask himself the right questions: Why are my pupils not so rapid or so accurate as someone else's? Are other instructors more successful in developing interest and in motivating their pupils? Do my methods allow for the development of those typing techniques and habits which produce competent typists? Am I making full use of every motivating aid available to me? Do I keep my students *effort-conscious*?

Such questions challenge the teacher, make him build his own skill, both as a typist and as a teacher, and give him enthusiasm for his work. And the enthusiasm and skill of the teacher are imitated by the pupils. Nothing goes farther in producing good typing techniques than enthusiasm and skillful demonstration by the teacher who enjoys typing with his pupils and watching them respond to high expectations. I have found that mental training outweighs physical manipulation and techniques: typing habits respond to and grow under the "want-to" spirit, created by school pride and loyalty and stimulated by contest motivation, better than they do through any other approach.

## *The Right Beginning Is Important*

From the first day of typing class through the state contests in May, I do all I can to create a strong desire for *proper technique* every day.

On the very first day of class, for example, when I teach the students how to insert paper, I stress the technique of zipping the paper into the machine. No laborious cranking of the cylinder knob; students learn, must learn from the outset, to flip the paper into the writing position with one twist of the right-hand



A ROW OF TEXAS CHAMPIONS, author Wolford. From left right: Helen Lee, state champion in 1943; Anita Porter, state champion in 1944; at McKinney High School, state champion in 1945.

fingers. Contest winners, the inserting paper; technique is im-

Throughout the initial key- on technique, technique, technique, guide-key positions, the student in finding the home keys, when from the carriage-throw lever. No searching—instant and ac- are in position, the fingers and wrists relaxed and finger tips

Stroking drills are technique "f" or whole words, the stroke can't afford to have mushy, slow sharp. Blows must be struck. The fingers must not droop downward path but must instantly on the stroke, the quicker the key mastered.



MENS, four state winners trained by  
t, Mary Louise Petway, state  
eendricks, state champion in 1944;  
in 1945; and Joan Garlinghouse, a senior  
champion in 1947. The bulletin board

in the background is rimmed with certificates of proficiency earned  
by this year's classes in Gregg Writer typewriting projects, shows  
photographs of previous classes at work and outstanding graduates,  
and features poster of Albert Tangora. Emphasis on motivation and  
technique is the secret of training these Texas champions.

the now, can't be leisurely about in-  
important!

keyed-learning stages, the emphasis  
thing is maintained. In learning the  
den must become instantly dexterous  
when they bring the left hand back  
verraise both hands from their laps.  
acute placement! And when hands  
arved—just so, exactly so—with  
ps and just barely above the key caps.  
ique ills. Whether they are learning  
stroke must be staccato (rapid typists  
slow key-bar-entangling strokes!) and  
uck with the very tips of the fingers.  
p do to follow the key in its down-  
ing off the key top. The sharper  
key ease—that's the technique to be

Carriage returns are drilled as techniques, also. Even a begin-  
ner, if he wants to, can throw the carriage as rapidly as the expert  
can; and I try to make by beginners "want to."

### *We Keep Up the Technique Emphasis*

During the early lessons, emphasis is on building, polishing,  
and perfecting the manipulative techniques, such as the carriage  
throw, the hand posture, the finger posture, the correct stroking,  
the tricks of relaxing. This last is specially helpful: fingers are  
drilled to spring back to the home keys, and the palms to rest on  
the carriage frame after *every stroke* at first; then, after *every*  
*word* for a while; and finally, after *phrases and sentences*. By  
initiating this relaxation technique early in the course, the stu-  
dents do not become tense, do not fumble for the keys, do not  
make errors, because they have time to form a clear mental pic-  
ture of what the next stroke or word or phrase is to be.

Posture is a technique; at least, we teach it as such. A picture  
of Albert Tangora is mounted on our wall to serve as a model. I

tell my students to sit up straight, about 10 inches from the machine, squarely before the letter "k"; not to permit their backs to touch the chair; to place the feet flat on the floor with one foot slightly in front of the other; to lean the body forward slightly from the hips; to keep the elbows close to the side and the palms of the hands just barely clearing the frame of the machine.

I believe that stroking determines about 90 per cent of the students' efficiency as typists; therefore, I spend much time in developing the proper stroke. I begin with the reaches of the easiest fingers first, the *f* and *j*; then the next-easiest fingers, *d* and *k*; and so on. By demonstration and drills, I strive hard to develop correct stroking especially, for students develop in their first few weeks the habits *that will ultimately determine whether or not they are to become good typists.*

### ***We Initiate Competition Early***

By the end of the first four weeks, the students have formed good typing habits: they control the keyboard with confident touch control, know and use the proper stroke, and type in simple rhythm. I find that a film showing correct techniques is very helpful at this point; supporting and verifying my own demonstrations, it is a "clinch" in convincing students of the basic importance of technique.

So, to develop the "want-to," or "try-hard," spirit, I next introduce competition to motivate additional progress. The competition is based partly on grades earned and partly on bulletin-board "recognition." Having learned the keyboard, the students review by retyping the exercises in the first part of their text, beginning with Lesson One. Each week each student must turn in copies of five such lessons and a number of supplementary exercises. The slow pupils must do each review lesson twice, but the better pupils do them many times. The beginning pupils are given three grades—one on the number of copies of review lessons turned in, one on the number of errors, and one on—you would expect this, of course—*technique*. The report-card grade is determined from the average of these grades.

A place is reserved on the classroom bulletin board for a list of those whose papers represent the best work for the week. In the course of a few weeks, a competitive spirit is engendered that creates a healthy rivalry and

a desire to do extra work. In a short time, all machines are being used before school and during students' free periods. Pupils are furnished a list of techniques from which they can check their typing procedures; and, by means of special drills each day—first on words, then on simple sentences—I attempt to keep them from forming incorrect habits.

I teach students to have a definite objective in mind when they practice for self-improvement and do classroom drills. Mere practice, without purpose or point, does little good. One time the objective may be for speed, another for better stroking, another for better carriage-returns, another for more rhythmic typing. Every drill has a point to it.

### ***We Go After Speed***

For speed building I use many devices to build finger dexterity and raise the basic rate of typing. One such device concerns the use of fifty sentences containing the most common words. A sentence is taken each day for drill purposes. The pupils are asked to make a perfect block of ten copies of the sentence. As soon as about a third of the pupils have completed such a block, the whole class is drilled on the words with which some pupils are having difficulty; then the class takes three 1-minute tests on the sentence. How their fingers fly! When the first ten sentences are completed in this way, the students are instructed to make a perfect block of the group in preparation for a 3-minute test. Later I pick out tests and classify them as easy, medium, and hard. I drill the students on the easy ones until they are able to write *3 lines a minute*; then do the same with the medium ones and finally with the hard ones. Thereafter I start over and use  $3\frac{1}{2}$  or 4 lines as a standard. This routine continues as long as interest remains high.

The Gregg Writer Competent Typist test materials and certificate-award service are used for motivation throughout the first term.

By the end of January, the better pupils are typing 50 words a minute on 10-minute tests. As I require only 20 words a minute on 10-minute writings for passing the first semester, there are always some students who do not reach the high scores. The range, therefore, at the end of the first semester is from the 20's to better than 50 words a minute on 10-minute writings.



## *Second Semester Speed-up*

At the beginning of the second term, I initiate a series of speed-pressure timings, based on ten pieces of timed writing copy. The pupils take a 10-minute timing and record their achievement; then they drill on words in which they made errors or on which they stumbled, including the words preceding and following, until they can write the troublesome passages rapidly and fluently. Some drills are also given on less frequently used difficult words, on phrases, on compound words, and on punctuation marks. Constantly the familiar emphases on technique continue—faster carriage returns, sharper stroking, and so on. After stimulating and purposeful drills, students retake the 10-minute writing to measure their progress. The routine is continued until each student has gained from 3 to 5 more words a minute; then we start on a piece of new copy.

Because the Interscholastic League Contests in Texas are of 15 minutes' duration, I begin to use the special Gregg Writer 15-minute test materials for these longer intervals in the second term. For the slower pupils, however, I continue the Competent Typist 10-minute tests.

## *An Eye on Accuracy*

Should errors become too numerous, I look for causes and attempt to eliminate them by having pupils type at lower rates of speed. If this does not improve their accuracy, I again search for their troubles. Errors often result, I find, from incorrect reading. To remedy this, I usually sit beside the student, cover his copy, and then uncover a letter at a time (the same technique used by teachers of reading). The student is to think each letter before typing it; and, if he anticipates some letter or space, he demonstrates that he is reading ahead. Usually, when shown this evidence of his trouble, he will cease reading ahead; but, if necessary, the performance is repeated, perhaps on the word-at-a-time level.

Also, as another device to develop accuracy, I give 15-minute timings, with instructions that each time a student makes an error he must start over. This is a game, and the winner of course is the one who has written the greatest number of strokes from the beginning without error.

## *Getting Off Plateaus*

But in typing, as in most everything else in which skill is required, we get along nicely for a while and then reach a plateau; to get off the plateau, we need some added incentive. Here special attention has to be given to little things that we may have overlooked, minor but interfering habits that may not keep a student from learning to type but nevertheless reduce his efficiency.

His trouble will usually be found among these:

1. May not use 100 per cent touch system.
2. May not have the correct stroke.
3. May lack continuity or rhythm.
4. May not return the carriage expertly.
5. May lose time on inserting paper.
6. May not keep eyes constantly on the copy.
7. May not have good control of capital shift key.
8. May not have good control of numerals and symbols.
9. May not have had enough repetition practice.
10. May not have a try-to mental attitude.

## *Contest Specialists*

In training for the typing contest, all pupils receive identical training during the first term and most of the second term. Finally, however, when it is necessary to select a contest team, we begin eliminations—usually in the latter part of February. Then the better students are selected and given extra training and coaching either before or after school for the remaining period of several weeks. Even so, the materials used in class are those that will be beneficial to all students, not just for the selected best students.

## *Final Results*

What do we accomplish during the first year? That, of course, varies with different classes, but usually we finish with a range of 40 to 70 net words a minute on 15-minute timings. In addition, there are each year a number of our pupils who have the thrill of winning top honors in county, district, and regional contests in the series, "Interscholastic League Typewriting Contests," sponsored by the University of Texas.

Our high school has had the honor of placing first in the state a number of times—and how that honor motivates the newcomers to our classes!

[*Congratulations, Mr. Wolford! — Editor*]

# Pretranscription Training

ELMER C. WILBUR

Dean of Men  
Bryant College

TO THE experienced teacher of shorthand much that is written about pretranscription training may be considered trite. Yet, often, the faithful, conscientious teacher (after giving what she has considered adequate transcription training) is disappointed in the test results of the students. Many teachers volubly blame the English foundation training of the students, their mental deficiencies, and their general inaptness for stenography instead of analyzing the conditions that caused failure.

The writer has always felt that more progress would have been made in classroom teaching procedures if the time taken to enumerate the reasons for failure had been used to correct the causes!

## *The Vocabulary Problem*

Students are not word conscious today.<sup>1</sup> The radio and motion pictures contribute greatly to our education and enjoyment, but not to our word knowledge. Reading is becoming a lost art. In the reading process of yesteryear, the students acquired a mental picture of the words and upon reflection could associate those word pictures with their shorthand symbols. But today the students hear over the radio or see portrayed on the screen the ideas that were once brought to them through reading. Until the students begin shorthand, they are unaware that they do not know how to spell, define, or use in a sentence many of the words they hear. Yet, it is of first importance to shorthand students to know the spelling of the words they recorded in symbol form.

I have heard conscientious teachers of shorthand lament that they have given their classes supplementary list after supplementary list only to have the students fail on hundred-word tests; and those same teachers, with fire in their eyes, state that the spelling of the words actually transcribed was atrocious.

Let us sum up the whole matter: We ask

<sup>1</sup> See the excellent article, "What Is Your V. Q.?" (Vocabulary Quotient), by Marie M. Stewart in the December, 1947, B.E.W., pages 232-234.

students to represent in symbol form spoken words with which the students are not acquainted. How can we expect that the symbols will be properly and accurately transcribed? I could take dictation in a foreign language; but, like our students, my transcription would be worse than atrocious—because I would not have the faintest idea of the correct spelling of the symbols. Let us recognize the paucity of vocabulary of the average high school senior. Let us also keep in mind that a word heard or written once is not indelibly impressed on the mind.

It has been stated that words can be likened to volcanoes: inactive, active, and extinct. Words that we use infrequently enter our inactive vocabulary and remain there until conscientious use carries them into our active vocabulary. Our active vocabulary consists of those words we can spell, define, and use in a sentence. The active vocabulary of a stenographer must be extended to include not only what he needs to express himself but also what his employers will need to express themselves. The first step in pretranscription training, then, is development of an *active* vocabulary.

To this, every business course taken by the students prior to and parallel with transcription must contribute. Word consciousness, word mastery, word spelling, word usage—these should not be hoped-for by-products of instruction but carefully nurtured phases of all instruction. The social-business teacher, in his classes in elementary business training, business law, commercial geography, should have as a pointed objective of each course the growth of students' active vocabulary. The bookkeeping teacher, the business English teacher, the typewriting teacher, and especially the teacher of the introductory shorthand courses are just as responsible for developing word consciousness and habits of word mastery as is the transcription teacher.

## *Mastery of Shorthand Principles*

Development of an active vocabulary is a pretranscription element that should begin long before the student reaches the transcription class. A second element begins closer

to the time of transcription: shorthand principles should be thoroughly mastered in the introductory shorthand terms.

Some leeway must be given students, of course. They should not be penalized, for example, for occasionally inserting or omitting a vowel in their shorthand characters, or for neglecting to take fullest opportunity for using the abbreviating principles. But the second step in pretranscription training is to teach the students to represent their active vocabulary consistently in systematic symbol form: accurate shorthand.

### *Merging the Two Elements*

The third pretranscription training element is the development of a sense of responsibility toward words—their expression in *both* longhand (or type) and shorthand. Students must be made conscious that vocational proficiency depends on their ability to detect and assimilate new words, that their earning power will be in proportion to their ability to master new words, both in longhand and in shorthand. Students should be encouraged to make the carry-over of words from the inactive vocabulary to the active vocabulary as fast as assimilation is consistent with mastery. Thus, as the active vocabulary acquires new words and expressions, drill should be given to acquire a facility in recording them in shorthand.

The writer has used this method of vocabulary building: Constantly reviewing what has been taught in shorthand, I require students to typewrite the new vocabulary; to use the new words in conversation or in composition; and, at the height of their enthusiasm, to practice the symbols for the new words. This procedure is consistent with good pedagogy; it develops fluent use of the active vocabulary; it adds words from the inactive vocabulary to the active vocabulary; it helps students acquire a wider range of take.

### *Observing Thought*

Perhaps the greatest difficulty comes from homonyms. A story is told of a pastor and

his wife, who were blessed with an addition to the family. Their parishioners, by way of expressing their congratulations and joy, raised a purse, which they presented to the pastor. On the following Sunday, he acknowledged appreciation of the contribution by saying that he was very thankful for this little "succor." To this day, many of the parishioners debate whether he referred to the new addition, to the contribution, or to the contributors.

Endless experiences of homonym interchange of this kind can be related by every shorthand teacher. This is considered indoor sport by the teacher and makes the correction of transcripts amusing. However, it is irritating to a businessman. He thinks it is the height of stupidity for a beginner to make such an error, but it is common to beginners in transcription classes because the students' attention is focused on word transcription rather than on complete thoughts. The fourth element in pretranscription training, then, is the translation of thoughts and not individual words. Students should be encouraged to hold the "thought idea" in mind.

Sending students from the classroom to the business offices might be paralleled with sending a member of a household from the home out into the community, state, nation, "one world." They will find the mores acquired in the home helpful but insufficient to meet all the new conventions and customs. The beginning stenographers will find the vocabulary developed in school helpful but insufficient in carrying on the world's trade and in recording the nomenclature of highly technical trades and professions.

But the young workers must have confidence in their ability to acquire new technical vocabularies, must have confidence that their shorthand principles will enable them to master the writing of new terms quickly. Thus, the transcription teacher will be able to project for his students' future use the fundamentals on which transcription skill is developed before transcription itself is begun!

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■ Every business teacher is a pretranscription teacher, for the development of a broad, active vocabulary is half the battle for developing transcription ability. The other half is learning to express that vocabulary in shorthand symbols. Vocabulary emphasis is the responsibility of every teacher in the business department.



# Make Proofreading Exciting with

If your students do a poor job of proofreading, or if they feel proofreading is too easy to be important, start the new semester with this eye-opening assignment.

CLAUDIA GARVEY, Awards Editor

ONE OF the most difficult chores in the teaching of typewriting and transcription is the development of skill in proofreading. Students perform this important duty with despair, blindness, or nonchalance. Teachers should not feel, however, that red circles and lower grades are the only or the best remedy—not when proofreading can be made an exciting and challenging game.

Twice each semester (as shown by the calendar at the foot of this column) the B.E.W. presents for your use a "World's Worst Transcript," a facsimile typewritten letter so full of errors that finding all of them becomes a game. The "WWT" shown on the opposite page, our February contribution to your aids-for-transcription file, contains 92 errors.

## How to Use the WWT

Distribute to your students an exact copy of the WWT and challenge them to find the errors. Allow as much time as you wish. (When this month's WWT was tested on students of a business-college class, they were allowed exactly ten minutes; they scored: 80 or better, 2; 72-79, 5; 64-71, 18; 56-63, 6; and under 56, 4. It is

doubtful whether they would have made appreciably better scores if they had been given more time.)

Then, using the key on page 373, review the papers with the class. The tricky errors (like the impossible date) will make the class chuckle; but the other errors will impress the students with the very thing you want emphasized: the need for thoughtful proofreading.

If you wish to plan a whole series of such exercises, use the WWT's from other issues of the B.E.W. (see calendar), too. Although the WWT's are copyrighted, you have our permission to duplicate copies for classroom use. To save your time and to assure perfect reproductions, you can, if you wish, obtain reprints of this month's or preceding months' WWT's from us for 2 cents each.

## How to Obtain WWT Certificates

If you wish to enjoy the extra motivation that comes from recognition and prizes, you can obtain special *Certificates of Proofreading Efficiency* for those students who detect a "par" (80 per cent) number of errors on their first attempt on any WWT.

**Procedure.** Send the papers to the B.E.W. Awards Department—there is no dead line, and you may use any WWT published during this school year. With the papers (not less than five, please) send a letter that names the students and their scores and enclose 10 cents for each paper, to cover the cost of handling, re-examining, printing, certifying, and mailing.

Within a few days, you will receive the attractive certificates from us for each "par" student—then watch interest and pride in proofreading ability soar! You will find that this use of the WWT will make a wonderful introduction to our transcription awards program.

Next month: another WWT and the materials for earning a Junior Transcription Certificate.

## A Year-Round Program of Aids

SCHEDULE OF TRANSCRIPTION MATERIAL				
Issue	WWT	Junior	Senior	Superior
Sept.	X			
Oct.	X			
Nov.		X		
Dec.		X	X	
Jan.		X	X	X
Feb.	X			
March	X	X		
April		X	X	
May	X	X	X	X

Use this calendar to plan your own transcription-awards program. Four certificates of transcription efficiency are available.



# THE WORLD'S WORST TRANSCRIPT

February 30, 1948.

Mrs. Oliver Provost,  
Executive secretary  
Personnel Ass'n  
51 West 8th Street  
New York City, 12, New York

Dear Mrs. Oliver:       ATTENTION: The Worlds Worst Transcript

Thank your for you interesting letter of enquiry concerning our special Feature, "The World's Worse Transcript. We are happy to to take this opportunity to tell you more about.

Four times a year, that is two twice each semester, we publish a letter that is so fool of erros that finding all of them become a kind of game. Originly, we published the letters as an intriging sport for teachers--You know how they love to put red to put red marks on papers! Purty soon, however, our reader begun writing to us know whether they would obtain extry copy's for use in there Typing and Transcription and English clases. Therefore, we begun printing extra copy's; available for 2¢ each.

That was n't al-though. The teechers wanted to know if we could arrange for sum special certificates for students who were successfull in finding a high per centage of errors. They tho't such certificated would make the students try harder. We could. We did. Certificates of defficiency in proff-reading are now available. Paragraph. What a teacher does is this; he has the students hunt the errors and then you sent to us the papers of those who find 80 percent of the errors. We recheck the papers and issue certificates to them what deserve them. We must charge 10¢ for each paper, however to cover the cost of reexamining,printing, and mail.

We are delighted happy to know that you organization is going to to participate in our "WWT" program. Before you pass out, any papers to the students, try the letters youself. I'll bet you can not find 80 per centage of the errors in the enclosed samples!

Cordially yours,

Awards Editor.

■ PAR IS 72 • If your students can find 72 of the 92 errors that are packed in this letter, they deserve an A-plus. Indeed, you are a rare teacher if you, yourself, can locate 72 errors in 10 minutes without turning to the key on page 373. If your students *do* reach "par," send in their papers for a Certificate of Proofreading Efficiency.

# Bookkeeping, Electricity, and the B. E. W.

REGINALD C. ESTEP  
Yuba City Union High School  
Yuba City, California

**E**LECTRIC is the only word I can think of to describe the effect of using the B.E.W. bookkeeping contest materials in my bookkeeping classes. The effect *is* electric. The projects make the room hum like a dynamo. Winning certificates makes the students light up like an electric 200-watt-er. Winning prizes sparks the whole school and community with excitement. And, perhaps best of all, *not* winning is a healthy shock that jolts students down to serious work and study.

## *How We Started*

Circumstances make many of us learn new skills. During the "depression" I learned to teach business skills after having taught history and other academic subjects for some years; teaching business subjects paid better.

Accordingly, I brought a recitation tradition with me into my new classes, and for a time the recitation ask-and-answer procedure seemed to work well enough. My results were like those of most other teachers—we completed the book, gave the usual tests, marked the regular homework papers. It was a routine, a little dull for the teacher and definitely monotonous for the students; but a routine that seemed adequate.

Then I discovered that it wasn't adequate.

Yuba City is located in the center of the Peach Belt, about 50 miles north of the capital city of Sacramento. Here 80 per cent of the canning peaches of the world are raised—and that tells you a lot about the community. The population varies from children of migratory fruit pickers to the children of families who reached the West Coast via the covered-wagon route. In such a community, steady

jobs are at a premium, and competition for each is keen. So, I found, ordinary skill in bookkeeping was not enough; my students needed more than I was giving if they were to obtain employment in a tight job market.

It was about this time, when I was searching professional literature and writing to my teaching acquaintances for help, that the BUSINESS EDUCATION WORLD introduced its monthly bookkeeping contests. I persuaded my students to scrape up dimes and enter the contests. On our third attempt, a member of the class won a national prize and several members of the group earned certificates. The effect on my classes was . . . *electric*. A photographer from a local newspaper came to school and snapped a picture of our winner, and the picture appeared the following day. Excitement! The whole school became bookkeeping conscious, and bookkeeping students strutted with importance—and worked harder than they had ever worked before.

As a result of the publicity, job opportunities were presented to our graduates. As a result of the increased effort the students had been motivated to exercise in mastering bookkeeping, they were qualified to take and hold their jobs.

## *Our Participation Program*

My plan follows a fixed pattern.

1. Five class periods are set aside for each solution. We begin work on Monday and end on Friday. A dead line helps the whole class to concentrate on the task at hand. For those who finish earlier, extra credit is allowed.

2. We read the instructions over carefully and answer questions that do not apply directly to the solution—taking part in the contest is made a complete learning situation. The pages of our text that apply to the problem are studied. Finally we review the rules for the contest problem itself.

The students may attempt any part of the solution required for certification. Student work is also graded for classwork—students are given 5 "points" for winning a junior certificate; 10, senior; and 15, superior.

3. During the week, criticism is given and taken by all, and no punches are pulled. The most effective comments always come from the students themselves, for they judge one another's work. The list used for scoring by

the B.E.W. Board of Examiners is posted and referred to continuously. "You don't have to say it," a student will comment, "for I know this is pretty bad; but you see what I do next month!" The necessary standards of penmanship, neatness, and so on, are reviewed every month by the "student judges," who are particularly keen about precision in ink rulings.

4. On Friday the yellow entrance blanks are prepared. A number of the best papers in each certificate group are taken to our office, where the principal, the secretaries, and other teachers are asked to select the best. Getting these opinions does more than screen the student work; it creates a wide interest in our bookkeeping work. When the big envelope from the B.E.W. arrives with our contest results, these "outside" judges are as keenly interested in the results as are the students. "I guess we can pick them pretty well," a consulted school-board member once commented.

### **Reactions**

It takes three weeks for us to hear the results of our entry in a contest; students know this; nevertheless, every day one of them is certain to ask, "Haven't the B.E.W. sheets come in yet?" They can't wait to learn how well their entries fared.

When the results are finally received, they are posted on a corridor bulletin board. We feel that this posting is very important, because just about everyone in the school, and especially former contestants now in the advanced bookkeeping classes, want to see how the school is making out. The discussions are endless! Are this year's winners as good as last year's? Were the judges too strict— or, as former contestants usually affirm, too lenient? Posting the results has proved to be one way to get students thinking and talking bookkeeping twenty-four hours a day!

What do the students think about the contests? "When I first started doing the B.E.W.'s, I thought it was a waste of time," said Dorothy Kink, participant in twenty-three contests and a two-time winner; "but after do-

ing them a few times I began liking them. It's a lot of fun to work them out and to get a certificate if I get them right. I've got quite a few certificates, and with each one I know I have learned a little more about bookkeeping."

Dorothy Lorraine Hooper, who holds eighteen junior certificates, said, "I was in the class that won in the Public High School Division of the Ninth Annual International Contest last year. It was a great thrill, and I am happy that I was able to do my part to win this honor for my teacher and my school."

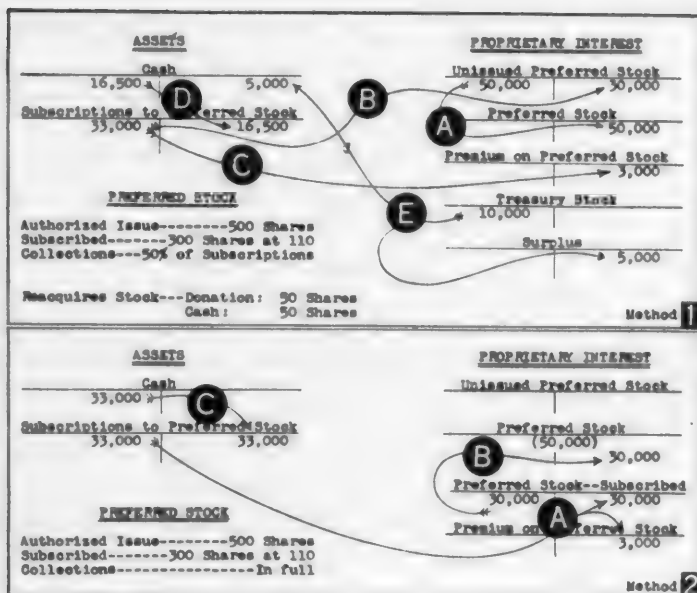
Other students echo the same pride, and some comment pointedly that they would have never learned penmanship without the pressure of the contests. "Sometimes the B.E.W.'s can be very nerve-racking," Betty Slinkard, a home-economics student who elected bookkeeping and won nine awards, said, "but, other than that, I like them very much. They help your penmanship a great deal and teach you to use pen and ink with more ease and sureness."

It is not necessary to encourage students after the first year; contest participation is contagious—doubly so, if some near-by school is also entering. Next year my students are planning to keep score on the number of certificates earned by themselves and by three other schools within a few miles of Yuba Union.

The finances of the program are handled in our schools by having each student pay \$1.15 the first week of school, to cover all his costs. I know that in some school districts the commercial club or the student-activities fund pays the expenses; but I feel that, when the student knows it is *his* money, he'll work harder to get his money's worth; and so we have rejected the offer of our school to pay our entry fees. We use some of the \$1.15's to obtain the best quality materials possible—paper, ink, rulers—and students work with greater care because they know that their money has purchased these tools.

Perhaps I am wrong when I say that the B.E.W. contests have proved electric in our school; I should like to correct that word. Let's make it—*dynamite!*

Continuing a series of aids for bookkeeping and accounting teachers that began in the March, 1946, B.E.W.



# Charting Preferred Stock Transactions

IN THE preceding article we discussed two methods of handling transactions involving the sale of common stock at a discount. We shall now discuss two methods of handling transactions involving the sale of preferred stock at a premium. As we said before, in some states a corporation may be permitted to sell common and preferred stock at a premium or at a discount.

## Method 1

Preferred stock entries are recorded the same as common stock entries with regard to the three basic steps. In the authorization entry (A), the capital accounts are affected. Unissued Preferred Stock is debited and the Preferred Stock account is credited. When subscriptions to the stock have been obtained (B), the Subscription to Preferred Stock account is debited and the Unissued Preferred Stock account is credited.

Our problem here deals with the sale of preferred stock above par, or at a premium; therefore, (C) the Premium on Preferred Stock account is credited for the amount of the premium. When the subscriptions are paid (D), the Cash account is debited and the Subscription to Preferred Stock account is credited. The balances of the stock accounts represent the amount of the stockholders' equities in the Assets.

HOWARD A. ZACUR  
University of Miami  
Coral Gables, Florida

If the company issues no par-value stock, the unissued and premium accounts may not be used. In the event that a company reacquires, by donation or repurchase, its own preferred stock previously issued at par or at a premium, an entry is recorded debiting Treasury Stock and crediting Surplus and Cash. This is shown on the chart as (E). The Premium account is closed into Surplus at the end of the fiscal period.

## Method 2

The second method (as in the previous article) employs the Preferred Stock Subscribed account. Again we merely make a memorandum of the charter authorization for the issuance of stock either by showing the figure in parentheses (as in the chart) or by debiting Unissued Preferred Stock and crediting Preferred Stock.

When subscriptions are obtained (A), a debit is made to Subscriptions to Preferred Stock and a credit to Preferred Stock Subscribed.

Collections are handled (B, C) the same as in Method 1.



The B. E. W. Presents—



## The Eleventh International Bookkeeping Contest

### Prizes for Teachers and Students

**HERE IT IS!** • The Eleventh International Bookkeeping Contest, sponsored by THE BUSINESS EDUCATION WORLD, opens now.

With a large array of prizes being offered, the judges are anticipating the biggest participation in the history of this international scholastic contest.

**PRIZES FOR GROUPS** • A silver loving cup will be given for *permanent possession* to the winning club in each of the three divisions as a lasting testimonial to outstanding scholarship.

(A word of explanation to newcomers: Your students, as a group of ten or more, participate in the contest as a "club" in one of the three "divisions"—public high school division, Catholic high school division, and college and private business school division. Additional club prizes based on group achievement are given to teachers and to individual students as explained below.)

**PRIZES FOR TEACHERS** • A personal prize of \$10 will be awarded to the teachers whose clubs win the silver first-place cups.

To the teacher(s) of the clubs in each division that win second place, a personal prize of \$10 will be awarded.

To the teacher(s) of the clubs in each division that win third place, \$5 will be awarded.

To the teacher(s) of clubs that achieve a composite score of 275 (out of a possible 300), a prize of \$3 will be awarded for "superior merit."

To the teacher or teachers submitting the largest club of *qualifying* papers in each division,

an additional special \$5 award will be made.

In addition to the cash prizes, hundreds of gold-, red-, and blue-seal Superior Achievement Certificates, suitable for framing and displaying in the classroom, will be awarded to teachers whose clubs meet certain standards, regardless of whether they win one of the cash prizes.

**PRIZES FOR STUDENTS** • Two hundred \$1 cash prizes will be sent to the 200 students who submit the most outstanding papers.

As an added incentive, an attractive two-color International Bookkeeping Contest Certificate will be awarded to *each* student whose paper meets an acceptable business standard, regardless of whether his club wins one of the prizes. There will be no charge for this certificate; the contest entry fee of 10 cents (see contest rules) covers the certificate cost.

**CONTEST RULES** • Use the following contest rules as a guide for the participation of your students.

1. *Contest Material.* Only the official contest problem may be used for the contest.

2. *Enter Only As Clubs.* Ten or more students are required to constitute a club to be entered in any division. *Only one club may be entered by any one school*, but the students of one or more teachers may combine their work into one club representing the school. All team entries are automatically entered for the individual awards. Schools having fewer than ten bookkeeping students may enter them for individual awards and contest certificates but not



Student Contest Certificates

for club prizes. *Be sure to specify in what division your school is to be entered.*

3. *Entry Fee.* To help defray contest expenses and to cover the cost of issuing two-color certificates to every student whose paper meets an acceptable business standard, a fee of 10 cents will be required for each student who enters.

4. *Heading for Solutions.* The upper right-hand corner of the first page of each solution must bear the following information, clearly printed or typed: student's name, teacher's name, school name, city, and state.

5. *Closing Date.* The contest closes March 19, 1948. Papers postmarked after midnight of that date will not be eligible for the contest.

6. *Entry Form.* Both sides of the official contest entry forms are to be filled out on the typewriter. Be sure to include the data requested on the back of the form, too!

The entry blank must be made out in duplicate and both copies submitted with the contest papers. One copy of the entry will be returned to the instructor with the contest certificates.

*Send entry forms and remittance in full with contest papers. Make checks and money orders payable to THE BUSINESS EDUCATION WORLD.*

7. *How to Ship.* Solutions and all correspondence should be addressed: The B.E.W. Department of Awards, 270 Madison Avenue, New York 16, New York. Please do not roll or fold papers. Ship only by express or first-class mail.

8. *Contest Reports.* Prize winners will be notified and prizes awarded as soon as the judges have made their decisions, but no complete official report of the contest can be supplied prior to its publication in the June B.E.W. All student papers become the property of the B.E.W. Student certificates will be forwarded as soon as the students' solutions have been graded.

9. *Calculation of Winning Scores.* Every club, large or small, has an equal chance to win in this contest through the use of a composite score. The composite score will be compiled on the following basis:

- The percentage of the total enrollment of the class or classes submitting papers.
- The percentage of papers submitted that reach an acceptable business standard.
- The percentage of papers submitted that rank as superior.

10. *Points Considered in Grading.* Students' papers will be judged on the following points: accuracy, penmanship, attention to instructions, neatness (careful erasures, no marked-over figures, general good appearance), correct spelling.

11. *Judges.* The contest judges will be: Milton Briggs, Claudia Garvey, and Alan C. Lloyd.

12. *Reprints for Sale.* Teachers who wish their students to have individual copies of the bookkeeping contest problem may duplicate the contest problem or may purchase reprints of it from the B.E.W. at 2 cents a copy. One copy of the problem reprint will be sent free to teachers on request. (See Contest Coupon)

**NEXT MONTH •** The problem for the International Contest appears in place of a February monthly contest. In our March issue, however, the regular monthly contest will make its reappearance.

-----BOOKKEEPING CONTEST COUPON-----

Awards Department, The Business Education World, 270 Madison Avenue, New York 16, New York.

- I plan to enter approximately ..... students in your International Bookkeeping Contest. Send me complete information and contest material at once.
- In addition to my free teacher's copy, please send at 2 cents each ..... student reprints of the bookkeeping contest project.  
Remittance for reprints enclosed \$.....

Name .....

School .....

School Address .....

City and State .....

# Official Problem for All Divisions

Prepared by MILTON BRIGGS

(Teachers: Dictate, duplicate, or write on the blackboard, the following account titles and figures.)

## GENERAL LEDGER

Cash	Supplies On Hand
22,341.15      20,972.49	745.00      104.10
Purchases	Supplies Used
10,811.04      7,742.59	104.10
Pay Roll Taxes Payable	Accounts Payable
25.51	8,323.91      10,472.96
Transportation on Purchases	Heat and Light
23.31      3.42	56.76
Notes Receivable	Merchandise Inventory
600.00      85.00	7,712.50
Depreciation of Equipment	Notes Payable
100.00	300.00      2,500.00
Reserve for Depreciation of Equipment	Pay Roll
100.00	542.60
Office Expense	Accounts Receivable
35.52      .60	3,643.91      1,813.14
Advertising Expense	Equipment
77.90      3.40	12,050.00      50.00
Prepaid Insurance	Expired Insurance
600.00      50.00	50.00
Rent Expense	Pay Roll Taxes
200.00	20.08
Melvin Moore, Capital	Sales
20,000.00	99.49      4,786.41
Telephone and Telegraph	Melvin Moore, Drawing
6.92	200.00
Bank Service Charge	Repairs Expense
1.50	66.04      2.11

**P**LEASE read these introductory paragraphs to your students:

In this year's International Bookkeeping Contest, assume that you are bookkeeper for the SWEET-TREAT CONFECTIONERY COMPANY. The proprietor, Melvin Moore, asks you to prepare a trial balance of differences at the close of his first month in business on January 31, 1948. The skeleton "T" accounts (on this page) show debit and credit totals in the General Ledger on that date *after adjustments*.

**Directions for Students.** Prepare a trial balance of differences. List accounts in order, according to classification: Assets, Liabilities, Proprietorship, Income, Costs, and Expenses. List expense account titles in alphabetic order in the trial balance. Use pen and ink and regular two-column journal paper, or white paper 8½ by 11 properly ruled.

**Helpful Hints.** The word "Receivable" in an account title denotes an asset; the word "Payable" denotes a liability. Prepaid Insurance is an asset account. Pay Roll Taxes should be listed with expenses, and so should Depreciation of Equipment. Reserve for Depreciation of Equipment is usually classified as a "minus asset" and follows Equipment in the trial balance. Transportation on Purchases is considered as a cost account, and should be shown in the trial balance after Purchases.



Teacher Recognition Certificates



# Business-Letter Phrase-Frequency Count

Made and Reported by  
CHARLES E. ZOUBEK

AS A BASIS for this study, the phrase content of 1,469 letters, representing 250,143 words, was analyzed. These letters represented more than 50 different lines of business. Each phrase was written on a card each time that it occurred. The cards were alphabetized and the duplicates eliminated. The phrases were then arranged in the order of frequency.

The letters analyzed for this study were taken from the following materials:

Gregg Speed Building, One-Year Course  
Gregg Speed Building for Colleges  
Gregg Dictation and Transcription  
Speed Drills in Gregg Shorthand  
Graphic Transcription  
Functional Method Dictation  
Gregg Speed Studies, Anniversary Edition  
Gregg Writer Bound Volumes Nos. 35-47

Only those letters were selected that represented ordinary business letters not built around special word-building or phrasing principles.

The phrases in 20 business letters from *Rational Dictation Studies* were checked against the list in order to test the validity of the count. These 20 letters represented 2,617 words, or about 1 per cent of the total analyzed for the entire count. Four phrases not occurring in the count were found. Each of those phrases, however, was a slight variation of a phrase given in the count.

*Phrase Not in Count*  
we hope this will be  
which is not  
as good as the  
ask that

*Phrase in Count*  
we hope this will  
which is  
as good as  
asking that

For practical purposes, it may be said that no new phrase appeared in the 2,617 words used for validating purposes.

In the 250,143 running words, the count revealed that there were 33,202 phrases (in-

cluding repetitions) representing 3,536 different phrases.

An analysis of the number of words in phrases reveals that there were:

2,183 two-word phrases  
968 three-word phrases  
296 four-word phrases  
70 five-word phrases  
18 six-word phrases  
1 seven-word phrase (I hope you will let us know)

A further breakdown of the phrases indicates that of the 3,536 different phrases, 2,261 (about two-thirds) are simple joinings of two or more words. Consequently, they require no special learning or teaching. These simple phrases may be classified as follows:

Number	Classification	Example
455	Pronoun joined to a verb	I can
80	Pronoun joined to the negative form of a verb	I cannot
242	Pronoun joined to the verb and to its auxiliary-	I have had
42	Verb and negative without a pronoun	have not
643	Preposition joined to following word	in the
157	Verb joined to object	advise me
239	Adjective joined to the word modified	good time
403	All others	

By far the most frequently used phrase is of *the*, which has a count of 1,140 occurrences. This figure, however, indicates only the number of times that the phrase *of the* was written in full. Actually, it occurred a great many more times, but one or both of the words were absorbed in a longer phrase such as *some of the*, *one of the most*.

The frequency of the next phrase drops sharply—*in the*, 735 occurrences. The frequency continues to drop sharply until the fiftieth phrase in the order of frequency, which has only 92 occurrences in more than a quarter of a million running words.

After the phrases were listed according to frequency, the cards were rearranged under the various phrasing principles of the *Gregg Shorthand Manual* in order to determine the



frequency with which each phrasing principle was used in ordinary business material. The result is given in the following table, which indicates both the number of different phrases illustrating each principle and the actual number of phrases illustrating each principle, including repetitions.

TABLE OF PHRASING-PRINCIPLE FREQUENCIES		
Principle <sup>1</sup>	No. of different phrases	Total phrases, including repetitions
T for to before a down-stroke (32, 84)	175	1,292
T for to before o (84)	13	116
T for to before l' (84)	19	112
T for to before r (84)	78	395
B for been, following have, has, had (43)	31	354
S for as, when repeated in a phrase (85)	22	169
A for able, following be or been (86)	39	100
Special business phrases (142)	28	2,410
Had following a pronoun (148)	10	85
Is not, was not, expressed by blend (149)	17	85
Blending principle in phrases (157)	43	586
Do not preceded by a pronoun (158)	28	101
Don't (149)	23	71
Words modified in phrases (171)		
him	13	54
hope	32	148
sorry	13	41
want	13	135
early	3	6
ago	25	120
possible	5	31
few	18	79
sure	31	205
Words omitted (189)		
a	27	81
and	12	51
in	3	3
of	60	354
or	16	49
the	33	248
to	93	209
us	9	49

<sup>1</sup>The numbers in parentheses refer to paragraphs in Manual under which the phrases are written.

with	4	12
of the	11	49
to the	5	6
you	4	65
miscellaneous	6	7
Understand—understood (218)	27	72
Done (220)	23	50
Than (221)	25	65
Us (222)	41	264
Department (223)	59	113
Words modified (224)		
above	2	4
always	9	16
are able	2	7
call	7	8
class	11	9
expect	5	8
extent	2	2
fact	6	10
insurance	5	59
just as	4	35
long-longer	3	9
let me know	5	43
order	14	80
place	11	8
pleased	5	17
pleasure	2	8
sale-sales	3	27
so-as	4	6
square	2	2
they	33	182
week	22	124
were	12	107
year	16	106
miscellaneous	30	244
Intersecting principle (235)	25	68

It is significant to note that the most frequently used phrasing principles are given early in the *Gregg Shorthand Manual*—*t* for *to*, paragraph 32; *b* for *been*, paragraph 43—while the less frequently used phrasing principles are deferred until the latter part of the course—*den* for *done*, paragraph 220; *n* for *than*, paragraph 221. In other words, the student has the use of the frequent phrasing principles early in the course.

### Next Month

In the remaining portion of this report, a list of the 200 most-used phrases, together with their frequencies, and five business letters in which the first 100 most-used phrases occur at least once, will be given.

■ A report of a study vital to every teacher of shorthand and transcription: the frequency of the phrases and phrasing principles of Gregg Shorthand in ordinary business letters.

# "Build Speed by the Pyramid Plan"



This is the sixth of ten commandments for the teaching of shorthand, by CLYDE I. BLANCHARD

THE pyramid plan for building shorthand speed has been used successfully for a number of years. Here is a simple description of the plan, which I developed in my high-speed shorthand classes and first described in *THE BUSINESS EDUCATION WORLD*, December, 1940.

The pyramid plan is a plan for breaking down a "take" into parts of varying lengths and dictating each part at a certain speed. The objective of the plan is to increase the student's speed 20 words a minute on the take.

In order to describe the plan in detail, let us assume that the class has reached a speed of 60 words a minute for 5 minutes on new matter, and that we wish to increase that speed to 80 words a minute on a 5-minute take composed of new matter that has been liberally previewed.

We know that a student can write for a half minute at a speed 50 words a minute faster than he can for 5 minutes; also, that he can write for 1 minute at a speed 40 words a minute faster than he can for 5 minutes. The students in this class, therefore, can write for a half minute at 110 and for 1 minute at 100 words since they can write for 5 minutes at 60 words.

Our first goal is to raise the student's speed to 130 words for a half minute, then to 120 words for 1 minute, and finally to 80 words for 5 minutes, as shown in the accompanying illustration.

Here are the steps in the pyramid speed-building plan applied to a class already writing 60 words a minute for 5 minutes on new matter.

*Step 1.* Select from the student's text a take of approximately 400 words. The take should consist of two or more easy business letters. All inside addresses should be eliminated from the timed dictation and dictated separately.

*Step 2.* Prior to the dictation period, assign for study a preview consisting of at least 10 per cent (in this case 40 words and phrases) of the take. If this preview is not given in the student's text, write the outlines on the board; have them read back and copied accurately for this study assignment. Instruct the students to practice the words and phrases from three to five times and look up the meaning of all the words they cannot accurately define.

*Step 3.* (This is the first step in class following the study assignment. It should be preceded always by a 2-minute warmup on easy matter.) Place the entire preview of 40 words and phrases on the blackboard in large outlines. Have the students read them once rapidly and write them once from dictation at the rate of one outline a second. *Leave this preview on the board throughout the period*, so that any student who desires to check his own outlines against the correct ones may do so without wasting the time of other students. (4 minutes)

*Step 4.* Dictate 300 words of the take at 60 words a minute. The purpose of this initial dictation is to give each student the satisfaction of knowing that he can write the new take at his present rate of speed. (5 minutes)

*Step 5.* Have the first half of the dictation read back by one or two students. Assist the readers as much as necessary. (2 minutes)

*Step 6.* Dictate four half-minute takes at exactly 130 words a minute, stopping a few seconds between each dictation. Instruct the students to finish each taken even though they must write after you stop dictating. These four takes will cover the first 260 words of the material. Have only one of the takes read back, preferably the second half-minute take. (3 minutes)

*Step 7.* Redictate the four half-minute takes as two one-minute takes at 120. (2 minutes)

*Step 8.* Have the last half of this take read back. (1 minute)

*Step 9.* Repeat the procedure in Step 6, giving two more half-minute takes at 130. At the end of this step you will have dictated the entire take. Have the last half-minute take read back. (2 minutes)

*Step 10.* Redictate these two half-minute takes at 120 words a minute without stopping and have the first half read back. (2 minutes)

*Step 11.* Have the students rest a minute or two and then redictate the first 300 words of the take at 100 words a minute without stopping and have half of it read back. (5 minutes)

*Step 12.* Have the students write the entire take at 80 words a minute—the goal for which you are striving. Have the students read approximately 200 words of the take, starting in the middle of their notes. (9 minutes)

*Total time for the 12 steps—35 minutes.*

Step 12 completes the pyramid plan. The plan may be used at any speed level and will result in an increase of 20 words a minute in nearly every case. Please keep in mind that this plan is a teaching plan to get students up to a higher speed level the first time. Its value lies in breaking down a difficult task into several easier ones and utilizing repetition to the maximum.

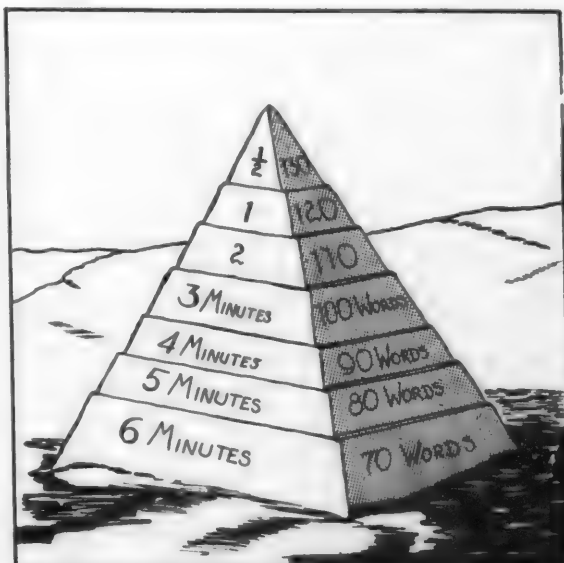
As soon as the student has reached the new speed level by this pyramid route, the repetition present in the complete pyramid plan must be reduced considerably and a sufficient number of takes of new matter dictated to establish the student more firmly on the new levels for the different lengths of dictation. These takes should be dictated not more than twice, and the only advanced preparation permitted should be the practicing of a 10 per cent preview.

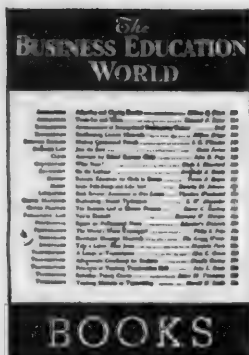
A good way to ascertain when the student is ready for a formal test at a new speed level is to alternate the previewed takes with ones that are not previewed until the student can turn in at least two transcripts of new-matter takes with 98 per cent accuracy. The official test should then be given under the strictest testing rules and regulations.

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### THE SPEED-BUILDING PYRAMID

This pyramid is symbolic only. The ten-word jumps do not apply to all students. Some students progress twice as rapidly as others. The only speed-building principle to keep in mind is that the higher the student's speed is on half- and one-minute dictations, the higher his speed will be on the longer dictations. The student's rapid progress and ultimate success as a shorthand writer will be governed by his progress in building his speed on very short dictations. The teacher need not hesitate to reduce the ten-word jumps to as low as five-word jumps if he finds that ten words is too large a jump for the class.





Every business teacher should know all about this problem-solving booklet

## "Consumer Education in Your School"

A fine manual prepared for school administrators and business teachers by the National Association of Secondary-School Principals as a part of its extensive Consumer Education Study. You may get a copy by writing to the Association at 1201 Sixteenth Street, N. W., Washington 6, D. C. Price, 60 cents.

HAS your administrator received the new publication of the Consumer Education Study of the National Association of Secondary-School Principals? *Consumer Education in your School* is a handbook designed to assist teachers and administrators who wish to introduce consumer education into the curriculum.

Business educators will want to read this handbook carefully. It pleads for a comprehensive attack on the problems of consumer education by the secondary school, with *every department as a contributor*; and so we are included. It makes a strong attempt to stir the schools to do something about consumer education in the curriculum, and we will be called on to do our share!

Our share may or may not be to offer a course entitled "Consumer Education." It may be merely our responsibility to see that "consumer interpretation" is emphasized in our classes. Whatever your point of view, you'll find ammunition and rebuttal both in this clearly speaking booklet.

### Where Do You and I Fit?

We are concerned about the role that business departments should play in providing sound consumer education for all American youth. Virtually every list of guiding principles for business education includes a responsibility to contribute to consumer education! It behooves us, then, to know of every effort in this area. In many schools, courses in consumer education are in the business department; in others, in the home-economics or the social-science department. Occasionally the course is taught in co-operation with all three of these departments. Moreover, much that is consumer education is undoubtedly taught in still other subject areas. We lack unanimity of opinion and practice.

The report argues that we can harness many existing school subjects to the consumer-education purpose. Among these, it says, are the so-

cial studies (particularly economics), business education, home economics, the physical sciences, and mathematics. However, *the report prescribes no single approach to the subject*, leaving its methodology and content to adjustment by individual schools to fit local needs.

### The Field Is New

The study tries diligently to be practical in giving us a philosophy of consumer education and in recommending what can and should be done. That it is not 100 per cent successful does not necessarily detract from its value to administrators and teachers. The authors do not claim that this report is based on scientifically proved fact. They point out that the field is so new that a tremendous amount of research and experimentation must be done before there can be many certainties. They do claim, however, that it is a summary of the best thinking and practice in the field. This is the basis on which your reviewer recommends it to you.

It should be mentioned that the aim of the Study is not to supply pat solutions, but rather to provide each school with a helpful tool to use in working at its own problems. The report is written, therefore, as if it were directly addressing a principal and his staff, gathered to think through a coherent plan. This is a laudable and democratic approach! If only administrators and teachers would follow it through!

The purpose of consumer education, according to the Study, is to help people become "more intelligent, more effective, and more conscientious consumers." It seeks to help students make wise choices in goods and services and to make themselves effective in managing personal day-to-day financial affairs and in budgeting, saving, using credit, insuring against risks, investing funds, and so on. Students are urged to aim for a higher standard of living, regardless of what their incomes may be. The importance of choice-making, with a sound sense of values as a foundation, is emphasized as a goal.



## It's a Big and Urgent Problem

If you have given much thought to consumer education in your own school, you will agree with the Study that there are three key problems that face the staff of any school:

1. To comprehend the full meaning, nature, and purposes of consumer education.
2. To blend the needed consumer education into the entire school program—whether or not there are special courses or units—so as to give every student a well-rounded education without undue repetition or serious gaps.
3. To learn to teach the subject matter well.

You will appreciate the sensible organization of the handbook as it attacks the entire problem of springing into action a well-rounded program: deciding what needs to be done; tailoring a school-wide program; and developing the techniques of sound, effective instruction.

*Consumer Education in Your School* is divided into five parts in a logical sequence.

*Part I* describes the chief problems of a person living in our kind of economy, problems that make educational aid to consumers imperative. The philosophy is a *positive* one, not negative!

The modern American consumer can choose from thousands of goods and services fashioned to meet his every need. He has unprecedented consumer opportunity: the opportunity to live well. And teaching him to use that chance with imagination and wisdom is the great goal of consumer education.

With this basic point of view, it attacks the question of what consumer education must be and do in order to help consumers solve their problems and seize their opportunities. You and your school are urged by the authors to study *Part I* so that you may come to a common agreement as to the objectives to be emphasized throughout your own program. "The sure road to straight thinking about consumer education is to think of it first as a *set of purposes*, rather than as a body of subject matter."

*Part II* suggests that you take inventory to see what is already being done in your school toward the education of young consumers. It should be interesting—and perhaps somewhat surprising—to you and me to try to identify the functional consumer education already going on in our school. You are urged to answer these questions: What are we doing that contributes

to this purpose? Is what we are doing sufficient and satisfactory? What students does it reach—all or only special groups?

*Part III* deals with the subject matter and organization of a unified program. It treats in considerable detail three basic types of organization—(1) a core curriculum, (2) a special course, and (3) a school-wide program through existing courses. Even though the first or the second of these administrative devices is employed, the Study advocates the third *also*. The authors are not certain that the third by itself would be sufficient.

*Part IV* is devoted to teaching problems that are peculiar to consumer education. You will find nine particular factors discussed (which, by the way, seem directed toward the *special-course* type of organization rather than either a core curriculum or a school-wide program) as the earmarks of good consumer teaching. Classroom teachers will enjoy much of *Part IV*, where the teaching tricks of some of our best consumer teachers are presented. Particularly good is the section on "using *realia*" by the teacher. Actually, however, the principles and practices of good teaching are the same as in any other area.

*Part V*, the final section, discusses instructional materials for classroom use and gives numerous references for the teacher who wishes to improve his own background. These lists are not meant to be exhaustive, but they certainly would be welcomed by the teacher of consumer education. These two practical factors are "The Teacher Educates Himself" and "The School Gathers Material for Classroom Use."

Your reviewer recommends that you, as a business educator, do four things:

1. Ask your administrator or supervisor if he has received and read his copy of *Consumer Education in Your School*.
2. Borrow it from him and read it.
3. Pass it along to your business education colleagues and ask them to read it.
4. Then seek a conference with your administrator and your department to discuss it.

The chances are that you'll all want to do something about consumer education in your school. And it is *certain* that your administrator will!



Reviewed and recommended by DR. ALBERT C. FRIES,  
Northwestern University

# Employee Selection Practices, 1947

A quick review of a doctoral investigation by

EARL CLEVINGER  
University of Oklahoma  
Norman, Oklahoma

**NATURE OF THE RESEARCH** • Believing that a survey of the practices observed by employers in selecting new employees would be of value to business teachers, the author undertook to investigate those practices. Armed with a standard form containing 20 questions, he conducted uniform interviews with the office managers or personnel directors of 40 business firms.

Each business firm had at least 10 office employees. Together, the 40 concerns included these types of business: utilities, publishing, banks, credit-reporting agencies, hardware and machinery distributors, dairy producers, other food producers, cleanser manufacturers, and professional organizations. Geographical distribution was such as to prevent too much localization: 26 of the offices were located in Oklahoma City; 1, in Kansas City; 1, in Detroit; 1, in Baltimore; 4, in New York; and 7, in Cincinnati.

**LETTERS OF APPLICATION** • Is the letter of application a prevailing approach to employment today? For a few jobs, *yes*; for the majority, *no*. A few employers use the application letter in the selection of some employees, particularly those involving the composition of advertisements, letters, and similar materials. Some employers even request prospective employees to write a letter of application *after* the interview. Others request such letters only when considerable travel is involved.

But employers today rarely base their selection of employees on the contents of a letter of application. Employers want to see and hear and question applicants. For the same reason, employers place little value on the forwarding of personal photographs. "A photograph," one employer pointed out, "tells nothing about ability or willingness to work." The letter of application no longer has the importance it once had.

**SELECTION TESTING** • There is a trend toward a wider use of objective selection tests, especially among large firms employing many office workers. Our students can expect to take standardized tests. Most employers who are test-minded feel that no single test now available to them is adequate; they recommend a battery of tests that will measure (1) job competency, (2) mental ability, and (3) personality.

**LETTERS OF RECOMMENDATION** • The modern tendency is away from letters of reference and recommendation. For one thing, employers admit that they rarely investigate the references submitted. Moreover, the letters are certain to be favorable, and the references are certain to be to those who will speak well for the applicant. There is even a cynical note in employers' reactions: an employee good enough to earn a recommendation is good enough to be retained by the recommender.

**PERSONAL INTERVIEW** • The personal interview is the most widely used and most highly recommended of all the selective procedures. It is the only procedure found in every office studied. Interesting note: most interviews are now using questions planned in advance, questions for which a scoring card is filled out by the interviewer during the conference.

**PHYSICAL EXAMINATION** • Approximately half the offices studied require that applicants take physical examinations; however, only one firm requires an eye examination, despite the fact that all the office work requires extensive use of eyes.

**SUMMARY** • (1) Letters of application are not now of general importance. (2) Many employers are using tests in their selection, and most employers plan to expand this activity for future applicants. (3) The personal interview may be considered a standard feature of employee selection for office jobs. (4) Increasing numbers of applicants will be asked to take physical examinations. (5) Employers wish to exercise care in selection in order to minimize rapid turnover and high training costs. (6) The applicant in a normal-times employment market can expect to compete for office jobs on a basis of his skill qualifications.

MARY and Bill are attracted by the display in the jewelry store window. They stop self-consciously to look at engagement rings. Immediately the proprietor rushes out and, pointing to a particularly sparkling stone, says, "Do you like that ring? You can have it. Come in and I'll tell you how easy it is for you to own it."

You are walking down the street. As you pass by the office of a not-too-reliable loan company, you see Kenny, who was a student of yours a few years ago, sitting inside. "Why, Kenny, what are you doing here?" He explains rather shamefacedly that his part-time job doesn't pay all his college expenses and that he is borrowing money to see him through until graduation.

You meet Betty and Charles—the young couple who were inseparable even in high school. They tell you proudly that they are buying a home. "Of course," says Betty, "paying for it will keep us poor for the rest of our lives; but it is worth it to have our own home at last."

How are all these persons going to manage? Do they know anything about credit, or did you fail in your responsibility while they were in your classes? Do they know from whom to borrow so that they are not victimized? Can they compute interest? Do they know how to plan, or does that future salary check look large and all-embracing now, only to shrink when it is received because of the many signed-and-sealed claims on it? Does Kenny know that his loan company should have a state license and that it would be better to apply at his community bank where he is known? Does Jane, after sad experience, feel that "neither a borrower or a lender be" is good advice and that it is wrong to borrow money? What should they have learned about credit when they were in school?

If the years were rolled back and you found Mary, Bill, Kenny, *et al.* in your classes, how would you plan the lessons on consumer credit?

You would plan so that they saw for themselves, out of the classroom experiences, that legitimate credit dealings are a service to the community; that there are valid reasons for borrowing money; that many banks have

## A Q-SAGO Unit on "Consumer Credit"

JESSIE GRAHAM  
Supervisor of Business Education  
Los Angeles City Schools

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Fifth in a series\* for teachers of elementary business training, edited by Lloyd L. Jones

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small-loan departments; that there are state-licensed finance companies and credit unions; and that, unfortunately, there are loan sharks, who should be avoided like poison.

They would learn, too, that they must possess certain characteristics in order to be trusted with a loan or with goods on credit; that borrowing money or buying on time makes it necessary that a plan for repayment be made; and that repaying the money will be difficult, for new demands will come with new pay checks—and it is no fun to be "paying for a dead horse."

They would realize, too, that, if acquaintances have credit and security sufficiently good that money may be risked, then that same credit is good with a licensed lender and that it is foolish to lend informally on well-meant, wishful promises.

### Q-SAGO Approach

Two sound slides may be used—the first to introduce, and the second to summarize, the unit. "On the Pay Roll Frontier" shows the flow of money from factory to store to consumer and demonstrates the benefits of small loans to all concerned. The widespread effect of one man's failure to pay his bills is brought out. There is one section on rates that may not appeal to ninth-graders, but the remainder is satisfactory. The second set, "Men and Money," tells of borrowing and lending through the ages.

(Or, if these slides are unobtainable, discuss the problems of Mary and Bill, Betty and Charles; your students know even more.)

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\* See Alan C. Lloyd, "The Q-SAGO Pattern for Teaching Elementary Business Training," October, 1947, B.E.W.; and "Classroom Organization for Teaching Elementary Business Training," November, 1947, B.E.W.

The Q-SAGO unit outline is appropriate without modification for teaching consumer credit. Although installment buying is included so that pupils understand that the same rules apply, the majority of the projects do and should deal with small loans. The major emphasis should be on the consumer aspects of this topic. The vocational phase, however, does present opportunity for needed practice in filling in forms and solving arithmetic problems, especially percentage and interest problems. The class may solve the problems included in the first three subject-matter references.

The bulletin board will be overflowing for this unit. All the papers needed to get a loan, bank pamphlets, advertisements of small-loan companies, releases of the local Better Business Bureau, and advertisements of automobile finance companies (automobile financing could well be the subject for an entire unit) make interesting display material.

First of all, pupils should discover what lending agencies consider legitimate reasons for making a loan. Through a skit about the woman who must borrow to pay her bills, the pupils see that, if she doesn't pay, the storekeeper and clerk will lose; also, the wholesaler, if we wish to make the skit more complicated. The catroon-diagram on the flow of money is designed to accomplish the same purpose—to impress pupils with the interdependence of borrowers, lenders, workers, and others.

Other projects are suggested to make pupils discover for themselves that borrowing is not easy, that it represents responsibility, and that the day of paying back comes surely and swiftly. Also, the cosigner must pay if the borrower doesn't. Because government regulations change, the sources of information about them should be stressed. The arithmetic exercises will give some drill in the mathematics of consumer credit, although refresher practice will be necessary before high school graduation.

The culminating project is a class credit union. The simplest form of credit union is one in which each pupil invests 10 cents, the fund being used to lend to students who need lunch money, library fines, and so on. Or, a more elaborate, long-range program can be planned whereby tickets for games, year-books, and so on, may be bought on credit.

## A Q-SAGO OUTLINE

### QUESTIONS — whose answers lead students to grasp concepts

1. What is . . . credit?  
*What is the difference between consumer and commercial credit? Does lending ever help?*
2. Who renders the service to us? Do banks make small loans? Do furniture stores give credit?
3. Who benefits? Does the borrower always benefit? Do storekeepers? Bank depositors?
4. What should consumers know? What are the three C's of credit? What are the government regulations?
5. What vocations are involved? Who works at them? Who works in credit departments of banks and stores? What do they do?
6. What personal skills are needed? Do you have them? What is the importance of arithmetic and typewriting? What must workers know? What about neatness and accuracy in filling out forms?
7. What personal traits are needed? Do you have them? Are these important? What would happen if credit workers lacked these qualities?

### SUBJECT MATTER — reference for finding desired answers

*"Our Business Life,"*  
pages 75-86.

*Consumer's Economic Life,* pages 397-403.

*Mathematics for the Consumer,* pages 141-189.

*Functions of Business,* pages 299-321.

*General Business,* pages 155-228.

*Junior Business Training for Economic Life,* pages 137-150.

*Everyday Problems in Our Business Life (Workbook),* pages 31-36.

*Sound Slides: "On the Pay Roll Frontier," "Men and Money," from Household Finance Co.*

(Note: Required background reading will be in whichever text is basic in the course.)

The class credit union requires that officers be elected, co-operative decisions made, forms designed (applications for loans, promissory notes, receipts, cash accounts), interest rates determined, salaries waived (the pupils must not get the notion that all interest is profit), and profits distributed.



# FOR A UNIT ON: "CONSUMER CREDIT"

**A**CTIVITIES — through which students find, develop, practice, emphasize, etc., the answers. Each activity focuses attention on related goal

1. *Chart. Reasons for which banks will make small loans.*  
*Skit. "Who benefits when the bill is paid?"*

2. *Display. List of banks, finance and small-loan companies in the community. Cartoon-Diagram. "Financing a Home."*

3. *Class Conference. Good and bad effects of borrowing. List possible good and bad effects on person and on community. Report. Interview with local banker on the advantages of credit.*

4. *Poster. Three C's of Credit-Character, Capacity, Capital. Cartoon illustrations. Skit. A young couple borrowing money. "Lament of the co-signer."*  
*Display. Credit application from bank—ribbon streamers of different colors, showing each of three C's.*

5. *Visit. Federal Reserve Branch Bank or small-loan department of local bank. Display. Government regulations on consumer credit. Workbook. Everyday Problems in Our Business Life. Fill out pages 31-35. Solve problems, page 36.*

6. *Blackboard Display. List of items of information needed by the credit manager. Contest. Filling out application for loan, writing of promissory note, or other documents used in obtaining a loan. Prizes for neatness and completeness.*

7. *Skit. "Making a character loan." Skit. "She—the credit office employee—talked too much." Report. Uniform Small Loan Law.*

**G**OALS — basic concepts to be emphasized in every unit

1. To be successful, any business must fulfill satisfactorily a needed service.

2. Our community is better for having the services of its firms.

3. We are all producers, distributors, and consumers.

4. To make wise and efficient use of business goods and services, we must be informed consumers.

5. A business worker must know where his job fits into the structure of business.

6. Personal skills (penmanship, arithmetic, spelling, vocabulary, English usages, business techniques, etc.) are essential in getting and advancing in a position and in effectively using the services of business.

7. Proper personal traits (manners, willingness to work, grooming, participation in group activity, etc.) are essential in getting and advancing in a position.

**O**BJECTIVES—basic business concepts made permanent

1. Understanding of the nature of business enterprise.

2. Understanding of the place of business in community life.

3. Understanding of the extent to which we are all dependent upon one another's services.

4. Understanding of the advantages and disadvantages of the consumer's position.

5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.

6. Improvement in the personal skills (tools) demanded of all business users and workers.

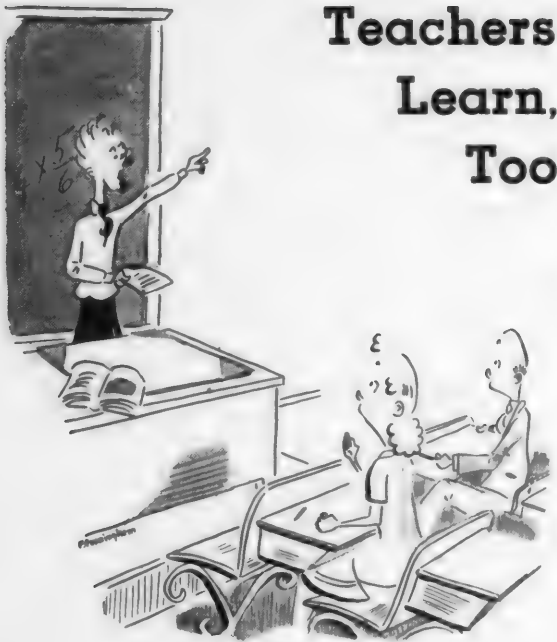
7. Development of the desirable attitudes and characteristics demanded of all business workers.

## Outcomes

At the end of the unit, a written test may be selected from the review questions in subject-matter references or consumer-arithmetic problems. Or, have a grab-bag oral test—each pupil selecting a slip on which one question is written.

Still another plan is for each chairman to report what his committee learned. A pretest repeated on the final day should reveal changes in attitude toward borrowing money and buying goods on credit.

This is not a cold-storage course, but the outcomes should be felt on through the years.



## Teachers Learn, Too

## Business Teaches!

RUTH HELD  
San Diego, California

**W**HILE working in a business office this past summer, as part of a summer-school course, I had a chance to see that some of the things I had been teaching were valuable and that others were overlooked or slighted. I came away with a new perspective about my job of teaching typing and office practice. Here are some of the things I learned:

*Applying for the Job.* I went through the regular employment procedure, which impressed me that we should teach our students to:

1. Know the *addresses* of the three people (not relatives or former employers) you expect to give as references.
2. Have in mind the *dates* of your schooling and work experiences.
3. *Write so that anyone can read it!*
4. Be honest—employers check on statements. (I put down my weight as 130; then the physical checkup showed it nearly 140!)

5. Be able to answer questions about your health. (When did you have those tonsils out?)

6. Be prepared to talk briefly about your hobbies if the interviewer wants to get you talking about something familiar.

7. Understand that the interviewer is hoping that you'll be the person he wants; this is a conversation, not an inquisition. Help him to know what you are like by talking with him pleasantly.

8. Try to tell him what you would particularly like to do, or why you chose his company, if you can do so without seeming to be "apple polishing."

*General Office Procedures.* Many little things that a mature person takes for granted need to be pointed out to the beginning office worker, and it would simplify his work if he knew these things:

1. In doing work that you are uncertain about, save the questions and ask several at once; don't be continually disturbing someone. Sometimes questions answer themselves when you get into the work.

2. In checking numbers, as in a list of addresses, read them in groups—as, "Forty-seven seventy-three" instead of "Four seven seven three"—because of easier recognition and remembrance.

3. Become familiar with common office terms; as, "pull" a file card or "post" information.

4. Know when you can and cannot depend on your spelling and word division, and don't hesitate to use the dictionary. Then *learn* the words you look up; your employer uses them again and again.

5. Get addresses correct! Anything incorrectly addressed will be delayed or lost, and such delay or loss could mean considerable trouble.

6. File the card in the right place the first time; it is less trouble than to find it later if it is incorrectly filed.

7. Be practical about arranging your material for filing. If there is only a small amount, alphabetize it in your hands or at the front edge of the desk drawer. If there are many sheets, go to a table on which there is plenty of space, and stack each letter of the alphabet by itself—adjust your method to each job.

8. When organizing material (for instance, information received by phoning a list of people), tabulate it in the most readable and usable form.

*Business Ethics.* I was faced with some little problems that I thought a very young person might worry about:

1. *Making Yourself at Home.* Be conservative in every way until you are sure of the office standards: no flashy jewelry or clothes; no arty fingernails; no smoking until you know when and where it is approved (if it is!); no long telephone conversations; no requests to leave early or have other special privileges; no talk of politics, race, or religion. Be sure of your ground first.

2. *Making Friends.* Be pleasant to everyone, but slow to choose a bosom friend or to "tell all"

to anyone. You may join sides, unwittingly, or step on someone's toes.

3. *Joining in the Small Talk and Kidding.* Be careful not to prolong it past its usefulness as a tension-reliever. And don't go past the invisible line of propriety as drawn up in that particular office.

4. *Correcting the Spelling or Grammatical Errors of a Superior.* If you are sure you are right and can correct the error inconspicuously or without his being embarrassed about it, do so. Do be careful not to injure his dignity or suggest that you may know more than he.

5. *Finding an Error or Oversight by Another Office Worker.* Don't correct it noticeably; if you think it's important, try a quiet question about it to the person concerned.

*The Typing of Business Forms.* Here are some things I believe our textbooks do not stress enough:

1. Students should have practice in typing material that has a basic form but changes a few words or a paragraph in each copy.

2. They should be taught caution in using a glass eraser—ground glass makes a painful, sore finger. It's good to "know how."

3. They should watch their copy in typing a duplicate; often it is necessary to clean the type three times on each page. And watch out for smudged fingers.

4. They should be familiar enough with both elite and pica type to be able to adjust margins and tabulation readily.

5. They should be taught to check their material before they take it out of the machine.

6. They need practice in copying from handwritten, poorly arranged material.

7. They should have selective practice, as in sending copies of a letter to only specific persons on a long list.

8. They should be efficient at typing envelopes for a list of people whose addresses must be looked up in a file or the telephone book.

9. They should be able to erase neatly on any kind of paper.

10. They should have practice adjusting material to different-sized paper and cards.

11. They should know that they must copy intelligently, checking for mistakes in the copy as they go along.

12. They should be reminded that they can find out what letter and signature forms the boss prefers by looking at letters on file.

*Counseling.* Here are two of the most valuable things I learned:

1. There are many kinds of jobs available between the laborer and the college man; many opportunities for the high school graduate—we should have more information about them for our students.

2. Business needs people trained for management jobs. Here's a field for those bright students who cannot afford college. Can we help them?

*Things We All Teach That Are Still Good.* Some things that we have been teaching for years and years are very good, and necessary; and it is reassuring to know that we should continue them:

1. Accuracy. Whether your student gets it by perfect rhythm or by complete concentration or by isolation—if he knows by what means he can be accurate when necessary, he will really have something.

2. Tabulation. One girl in our office said, "Tell Mrs. Depew that I can never thank her enough for teaching me how to figure out a tabulation. I use it so often." (This was one of the things I was about to give up teaching, but I shan't.)

3. Spelling and penmanship. We can at least teach them *when* to write legibly and when to use the dictionary.

4. Facility in making many carbon copies on thin paper.

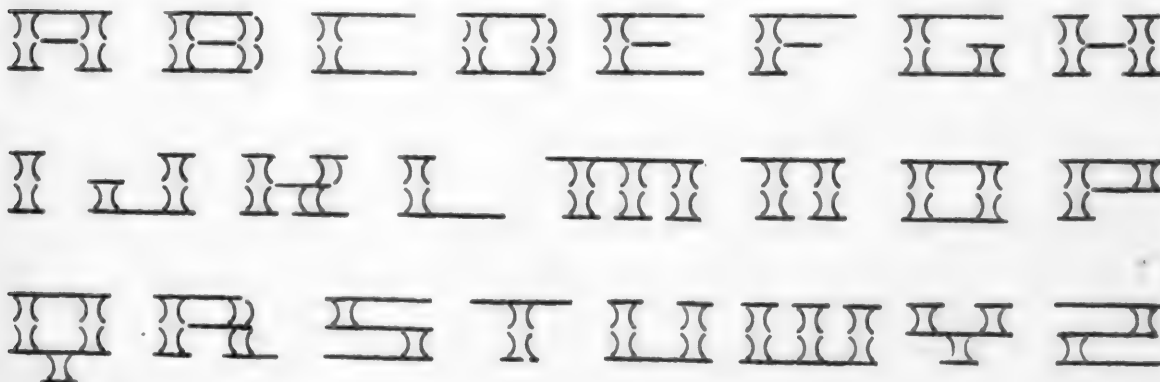
5. Ability to turn out a perfect job on very special paper, the first time.

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## Artistic Alphabet, No. 1

Julius Nelson

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Read these articles in this month's Gregg Writer

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## Boxcar Takes to Air with Varied Freight

RICHARD BLANCHARD

Editor, Previews Property Yearbooks, Previews, Inc.  
In "Advertising & Selling"

WITHIN TEN YEARS air freight will be the major source of revenue and profit for domestic airlines.<sup>1</sup> This statement<sup>1</sup> by the air cargo manager of one of our important Southern carriers is indicative of the kind<sup>2</sup> of thinking that is going on in the offices and board rooms of all the airlines in America.

Airline<sup>3</sup> officials envision fleets of flying boxcars carrying tremendous payloads to the market of the world. The<sup>4</sup> extension of freight and express services will see flying tank cars for non-inflammable chemicals and other<sup>5</sup> liquids, refrigerated planes for perishables carried over long flights, and even the possibility<sup>6</sup> of glider freight trains.

We shall be concerned here with what this means to the South. To Southern planters, merchants, and<sup>7</sup> industrialists these facts present a vast opportunity for the expansion of their markets. Southern businessmen<sup>8</sup> may expect to participate in the five billion dollars' worth of trade estimated by Pan American<sup>9</sup> World Airways to exist in Latin America. The Southern gateway cities of Miami, New Orleans,<sup>10</sup> and Brownsville are expected to provide Pan American alone with air traffic in excess of two million<sup>11</sup> passengers and thirty million pounds of freight and express annually. The total passenger and transport<sup>12</sup> flow through these three cities will be far in excess of that.

Operations of the Air Express division of the<sup>13</sup> Railway Express Agency are as good an indication as can be found of the ever-increasing volume<sup>14</sup> of air transport activity. From four airlines with a total airway mileage of forty-four hundred fifty<sup>15</sup> in 1927 the Agency at present is operating on the planes of twenty-one<sup>16</sup> airlines with a mileage of sixty-seven thousand and with daily flights between more than 375<sup>17</sup> airport cities in the United States. In addition, the Agency works through three great international<sup>18</sup> carriers, providing service to Canada, Europe, Mexico, Central and South America, the West Indies,<sup>19</sup> Alaska, and the Pacific.

Even without consideration of international trade, air transport<sup>20</sup> activity constitutes an exciting story. Capital Airlines-PCA in a recent month transported<sup>21</sup> almost three-quarters of a million pounds of air express to establish an all-time cargo record

for the<sup>22</sup> company. The line plans to build up a system of all-cargo planes on regular schedules as the inevitable<sup>23</sup> step beyond previous operations of combination freight-passenger planes. Delta Air Lines, another<sup>24</sup> established Southern carrier, is following the same practice as are most of the airlines in the country.<sup>25</sup>

All five of the airlines whose planes represent the major amount of service to the Southeastern States—Eastern Air<sup>26</sup> Lines, Delta Air Lines, Capital Airlines-PCA, National Air Lines, and Pan American World Airways—are<sup>27</sup> planning today for the air transport industry of tomorrow, and these in turn will be joined by such other<sup>28</sup> excellent services as Colonial Air Lines to Montreal and Quebec, Braniff and Taca airways to Central<sup>29</sup> and South America and Mexico, and American Air Lines to the West.

With such facilities current<sup>30</sup> and planned, Southern businessmen are in a position to ship almost anything anywhere. A group of Southern<sup>31</sup> farmers moved one hundred plane loads of Irish potatoes to Eastern market centers. Emergency replacements<sup>32</sup> for heavy machinery have been sent to the oil fields of Venezuela and by the same airline a tiny<sup>33</sup> textile spindle, to Mexico. Planes have carried alligator hides, prepared in Louisiana, to Central<sup>34</sup> American craftsmen. More than once, when crops were threatened by black-fly plagues in Mississippi and Alabama,<sup>35</sup> airlines rushed shipments of frogs and wasps from Mexico and Cuba to the planters. A Florida poultryman<sup>36</sup> makes regular shipments of baby chicks to Latin America, and a Peruvian exporter sends<sup>37</sup> virtually all his raw materials to a Georgia factory via air express.

The list of currently<sup>38</sup> shipped commodities is fascinating not only for its variety but for what it presages for the<sup>39</sup> years to come: furs from Milwaukee to Baltimore, oysters from Chesapeake Bay to the Midwest, fresh milk from Wisconsin<sup>40</sup> to Atlanta, hats and business forms, fruits and furniture, casting dies and cosmetics.

The United Fresh Fruit<sup>41</sup> and Vegetable Association believes the potential of air transport in this one specialized field may<sup>42</sup> achieve a traffic of as much as two billion, seven hundred million ton miles a year, requiring the full-time<sup>43</sup> use of more



than twelve hundred aircraft in the eighteen thousand-pound payload class.

Hampered originally by the<sup>41</sup> technical limitations of small and relatively fragile planes, the airlines are now prepared to establish<sup>42</sup> express and freight rates in keeping with the tremendous speed and carrying power of today's mammoth ships. As the<sup>43</sup> vast, world-wide network of air travel and shipping grows, there will grow with it a world market beyond the fondest hopes<sup>44</sup> of the most imaginative dreamer of twenty years ago. (951)

## Twenty-Eight Days

### Why There Are Twenty-Nine This Year

Courtesy of Robert L. Johnson Magazines, Inc.

**F**EBRUARY is a month with a past. The ancient sport of emperors—tampering with the calendar—usually<sup>1</sup> found February in the front line of scrimmage. Why they picked on this particular month, nobody knows.<sup>2</sup> It is true that February was somewhat of an after-thought in the family of months, but so was January,<sup>3</sup> for that matter. They were added at the same time to the Roman Calendar several centuries before<sup>4</sup> Christ.

January, placed at the beginning of the year, superseded March as the first month. February<sup>5</sup> was added to the end of the calendar. However, hardly had it become accustomed to ringing out the<sup>6</sup> old year when someone took a notion to run it in after January. Thus, in 452 B.C.,<sup>7</sup> February became the second month of the year.

Nobody seems to have thought of any worthwhile<sup>8</sup> calendrical changes from then on until 46 B.C., when Julius Caesar conquered Egypt. Caesar looked upon<sup>9</sup> the calendar of the Egyptians, and found it good. After centuries of measuring the noon shadows cast<sup>10</sup> by the pyramids, the Egyptian savants had come to the conclusion that the year was some 365<sup>11</sup> days and 6 hours long.

It is refreshing to contemplate, amid the complications of modern life, the simple<sup>12</sup> and direct method these early astronomers pursued in dividing the year into months. They decided<sup>13</sup> on twelve equal months of thirty days each. That accounted for 360 days. The five left-over days were<sup>14</sup> sensibly enough set apart as a time of festival. Every four years, an extra day of celebration<sup>15</sup> was added, to absorb the six hours left after each period of 365 days.

Julius Caesar<sup>16</sup> concluded that the Egyptian calendar had its points. But like the good executive he was, he presented<sup>17</sup> this new calendar, with slight variations, as his own idea. The five festival days he removed from<sup>18</sup> the end of the year, distributing them by adding a thirty-first day to

every other month—January,<sup>19</sup> March, May, July, September. Then, for some reason, he wanted an extra day for November. He lopped one off<sup>20</sup> poor, unsuspecting February's quota, leaving it with only twenty-nine days.

Along came Augustus Caesar<sup>21</sup> in 28 B.C. He, too, cast his eye over the calendar. July (named after his illustrious<sup>22</sup> relative, Julius Caesar) boasted thirty-one days. August, his own birth-month, had only thirty days. That was<sup>23</sup> unthinkable! So February lost its twenty-ninth day, which was tacked on to August, to the greater glory of<sup>24</sup> Emperor Augustus.

Now the Roman property owners set up a great cry, for they rented by the quarter.<sup>25</sup> Only ninety days were left in the first quarter of the year, compared to ninety-three days in the third. To even<sup>26</sup> up the difference, Augustus obligingly cut September to thirty days, adding the extra day to<sup>27</sup> October, only to strike another snag. Two thirty-one-day months, October and November, followed in sequence.<sup>28</sup>

"Bring my scissors and paste-pot," said Augustus. Neatly he severed one day from November, leaving it with its present<sup>29</sup> quota of thirty days. Then he tacked the extra day on to December, which ever since has totaled thirty-one.<sup>30</sup>

All would have been well if the year had been exactly 365 days and 6 hours long, the figure<sup>31</sup> Julius Caesar had accepted from the Egyptians. But the year really measured only 365<sup>32</sup> days, 5 hours, 48 minutes, and 49.54 seconds. Every January first there was<sup>33</sup> a deficit of a little over eleven minutes.

By 1582, this deficit<sup>34</sup> amounted to ten days. The spring equinox, instead of falling on March 21, had moved up to March 11.<sup>35</sup> Pope Gregory XIII took drastic measures. He decreed that ten whole days should be dropped from the month of October,<sup>36</sup> 1582. The fifth of October automatically became the fifteenth, and thus the Vernal<sup>37</sup> Equinox arrived back on March 21, where it belonged.

How to keep it there was the next problem.<sup>38</sup> Mathematicians figured out that by omitting one leap year approximately every hundred years, the balance<sup>39</sup> would be kept. So by another papal decree the years 1700, 1800, 1900,<sup>40</sup> 2100 and so on, found themselves minus the extra day of leap year. Again February was the loser!<sup>41</sup>

Royalty and the papacy lost interest in the calendar from then on. They had done their best to make<sup>42</sup> the uneven days, hours, and minutes of the sun's yearly journey fit into a calendar scheme. They were content,<sup>43</sup> and despite other calendar-changers who have appeared on the scene every now and then, most of us have been<sup>44</sup> telling time by the Gregorian Calendar ever since the Sixteenth Century. (895)

## Your Life

YOU do have to be useful and you do have to be likeable. You must know how to get along in a friendly<sup>1</sup> way with your fellow workers. You must be interested in your job, manifest eagerness to learn, show a<sup>2</sup> willingness to do your job better. There isn't a single important success trait that is not wholly within your<sup>3</sup> own control. Your success is *your* success and your failure is *your* failure. Accept that as a fact and you'll be on<sup>4</sup> your way upward.—From *about The First* (86)

"The Perfect Tribute," by Mary Raymond Shipman Andrews, famous story of the Gettysburg Address, presented in shorthand plates in this month's issue of *The Gregg Writer*, does not appear in this month's dictation material because of copyright regulations.



## Graded Letters for Use with the Gregg Manual

A. E. KLEIN

### For Use with Chapter Four

Dear Sir:

If you are thinking of purchasing a truck built to carry a heavy load, have a look at the *Bankhead*.<sup>1</sup> If you are looking for a truck for tough hauling jobs—up steep, rough roads and through deep mud—you must look at the *Bankhead*.<sup>2</sup>

Embodied in the *Bankhead* is the world-famous Yates straight-eight engine. This engine, built by our chief engineer, has long been the envy of other companies. It is a small engine, exceedingly strong. It has a smooth action,<sup>4</sup> even when pulling a full load up steep hills.

Visit the showrooms of the *Wheeling Car Company* on Broadway, where the *Bankhead* is on exhibition, and Mr. Rufus Young, who is in charge, will gladly explain to you the way<sup>6</sup> in which this truck can easily handle every hauling job.

We urge you not to wait, but to come in as quickly<sup>1</sup> as you can. These trucks may be gone in a week and, though we are doing our utmost here to speed up production,<sup>5</sup> we may not be able to ship Young another carload until spring.

Very truly yours, (176)

Dear Madam:

We shall not be able to send you the yellow yarn about which you wrote us recently for at least<sup>1</sup> another week. There has been such a wave of purchases of this particular number that every ball of this yarn is gone.

In an effort to get this wool to our friends as quickly as we possibly can, Mr. Willis<sup>3</sup> has gone to *Wheeling* to hurry the mills along. He says we may expect a carload lot in about a week. When<sup>4</sup> we receive the yarn, we will communicate with you immediately.

Yours very truly, (96)

Dear Sir:

Our truckman was hurt en route to your city, but we are taking another man off his usual route,<sup>2</sup> and he will bring over your sugar on his next trip.

Thank you for bearing with us during this delay.

Yours truly, (40)

### For Use with Chapter Five

Dear Sir:

Your nephew, Roy Powers, informs me that you have the rights to a unique wire splicer you would like to sell.<sup>1</sup> It happens that our company, The Troy Steel Company, can use a wire splicer of this type.

If you desire to<sup>2</sup> sell outright, we shall be glad to talk over the matter of price any time suitable

to you, at our business<sup>3</sup> office at *Utica* and *Rice Avenues*.

Kindly bring along your drawings of the splicer and anything else<sup>4</sup> you deem important.

Very truly yours, (87)

Dear Sir:

There is an invisible route to *Michael Lyons'* hotel room.

High up in the hotel of his choice, Mr.<sup>1</sup> Lyons finds everything perfectly in accord with his ideal requirements. The room is properly<sup>2</sup> heated, there is ice water on tap, and his shower runs nicely, with water always heated to the right point.

How<sup>3</sup> the hotel unfailingly supplies these requirements is a problem that Mr. Lyons probably never thinks<sup>4</sup> about. Yet, the invisible piping of today's skyscraper hotels would be quite amazing to see. Behind<sup>5</sup> the walls are stacks of pipe lines rising from the basement right up to the roof, branching out at each floor. Here are hot and<sup>6</sup> ice water lines, lines for getting rid of undesirable waste, and pipes for air, steam, and gas.

The number of valves<sup>7</sup> and pipes needed to supply these elementary needs runs into the thousands. This vital equipment is supplied<sup>8</sup> by the *Brown Plumbing Company* to hotels of all sizes. Hotels want piping that can be relied upon<sup>9</sup> at all times; and where piping is of such vital importance, they know that *Brown plumbing* and heating equipment can<sup>10</sup> always be relied upon for a fine job.

Write now for our Booklet T, which carries a complete list of our supplies.<sup>11</sup>

Yours truly, (223)

### For Use with Chapter Six

Dear Mr. Holden:

As you suggested in your letter of January 25, I have seen Mr.<sup>1</sup> Carpenter and Mr. Winter about renting their empty building on *Grant Avenue*. They obligingly permitted<sup>2</sup> me to inspect the premises thoroughly and it seemed as if the place had been designed for the very type<sup>3</sup> of restaurant I would like to open.

It appears that I am not the sole applicant. There are three more<sup>4</sup> individuals who desire to rent this building. Apparently Mr. Carpenter and Mr. Winter have been<sup>5</sup> unable to come to a quick decision.

I believe I stand a good chance of renting the place. My grounds for this statement<sup>6</sup> are that they seemed to like me personally; and though they refrained from making any definite or positive<sup>7</sup> commitments, they nevertheless hinted that the agreement I suggested was more to their liking than any<sup>8</sup> of the others.

My suggestion, that I give them a year's rent when I move in, may induce them to come to a prompt decision in my favor.

While the rent asked is a little more than I counted on paying, I nevertheless<sup>10</sup> felt it was reasonable because of the few improvements needed.

When I receive definite word from these<sup>11</sup> gentlemen, I shall get in touch with you.

Yours sincerely, (230)

Dear Mr. Childs:

Here is a brand new way to get your painting done. The amazing new Flint Speedway Paint Gun is entirely different from any other painting device ever invented. So simple in operation that it can be handled by a child, it nevertheless enables you to paint your walls and ceilings in record-breaking<sup>3</sup> time.

All you need do is see that the jar is filled with paint, plug in, and behold you can spray paint on with an ease and beauty of which you never dreamed. Get yours today.

Very sincerely yours, (94)

## Actual Business Letters

### Sales Aptitude Tests

Mr. Henry C. Webb, 23 Andrews Street, Cicer., Illinois. Dear Mr. Webb:

As radar discloses<sup>1</sup> a target invisible to the naked eye, so the McNeil Sales Aptitude Test Procedures reveal the<sup>2</sup> characteristics of a salesman unobservable in a brief interview. With the aid of the McNeil test reports<sup>3</sup> you are able to see the hidden qualifications of applicants, employ men suited to the particular<sup>4</sup> jobs you have to fill, and screen out the probable failures without going to the expense and bother of<sup>5</sup> their training and long trial. This procedure benefits the applicant as well as the client.

The McNeil Sales<sup>6</sup> Aptitude Test Procedures are not a substitute for the usual methods of selection. Our clients are<sup>7</sup> urged to go as far as they can with interviews and examination of the prospective salesman's record. The<sup>8</sup> McNeil reports are an additional aid to sales managers in the selection of salesmen for their specific<sup>9</sup> companies, for their specific needs, for their specific sales objectives. After testing thousands of salesmen<sup>10</sup> for hundreds of nationally known companies, the McNeil test has developed psychological "patterns" for<sup>11</sup> salesmen in many industries.

The McNeil battery of selection tests is made up of standard psychological<sup>12</sup> tests, which have been adequately validated by practical psychologists, personnel specialists,<sup>13</sup> and experienced businessmen grounded in sales, merchandising, management, and psychology.

May we tell you<sup>14</sup> how you can "test the tests" quickly, easily, and inexpensively?

Very truly yours, (296)

Mr. Howard McNeil, 37 South Wabash Avenue, Chicago 3, Illinois. Dear Mr. McNeil:

I am very much interested in your sales aptitude test procedures. I am the sales manager for a large manufacturing firm and think your tests would be a big help in picking my men.

Yours very sincerely, (39)

## Transcription Speed Practice

Dear Mr. Lloyd:

I wonder if some of the special material we get out each month might be of interest<sup>1</sup> and help to you in your sales planning?

This monthly service known as "Sales Methods Research" brings to your sales department<sup>2</sup> factual planning and working material covering the latest sales management practices. It includes<sup>3</sup> stencils with sales cartoons for your use, and "copy" for your sales bulletins and letters to salesmen, as well as copies<sup>4</sup> of sales manuals and forms used in sales work, such as daily reports, weekly expense forms, etc.

Instead<sup>5</sup> of asking for a definite commitment, here is what I should like you to do. Look over the enclosed outline<sup>6</sup> of the service and okeh the card enclosed. Let me put you on the list for a three months<sup>7</sup> trial. I have a<sup>8</sup> hunch that after you see a few copies you will not want to do without our service.

Yours truly, (157)

Dear Mr. Abbot:

I am enclosing for your inspection and approval a copy of Job News, the exclusive<sup>1</sup> Job-Finding newspaper. It is distributed directly into the homes daily and Sunday in selected<sup>2</sup> territories throughout the San Francisco area by bonded carriers. Maps, showing area covered,<sup>3</sup> are furnished advertisers on request.

Job News is designed to impress upon the minds of its readers the<sup>4</sup> importance of work to our national progress. It emphasizes the necessity of every<sup>5</sup> individual's utilizing his time and efforts to the best advantage.

Job News also prints newspaper<sup>6</sup> editorial stories in conjunction with the various firms whose ads are appearing therein. This news matter is<sup>7</sup> offered without charge as a means of influencing additional responses for our advertisers.

Thank you<sup>8</sup> for the opportunity of introducing our newspaper. We sincerely hope you will like it and will see<sup>9</sup> fit to take advantage of the many benefits this exclusive help-wanted newspaper offers.

Yours truly, (200)

## Seeds

(O. G. A. Membership Test for February)

ALTHOUGH ALIVE, a seed may show no signs of life for a long time and feel neither the summer's heat nor the winter's<sup>1</sup> cold. Still it lives on where it falls, in this slumbering way, until the spring, or sometimes the spring after that, before<sup>2</sup> it begins to grow.

There is a great difference in this respect in different seeds. The seed of the red maple,<sup>3</sup> ripened in the fall, will lie quiet until spring.

When gathered and laid up in a dry place, some seeds live for years. It<sup>4</sup> is known that the seed of the sensitive plant will germinate when it is sixty years old. (96)



## Washington—The Man

STAND outside the tomb at Mt. Vernon and you can't escape the feeling of deep respect for the real man whose remains<sup>1</sup> rest within. This is his month. Nobody knows who composed the words inscribed on his tomb, but they not only give<sup>2</sup> a marvelous word picture of the man, but impel us to strive a bit harder to emulate the virtues which<sup>3</sup> made him such a man!

Washington, the brave, the wise, the good,  
Supreme in war, in council, in peace,  
Valiant without<sup>4</sup> ambition, discreet without fear,  
Confident without presumption.

In disaster, calm; in success, moderate; in all,<sup>5</sup>  
himself.

The hero, the patriot, the Christian.  
The father of nations, the friend of mankind,  
Who, when he had won<sup>6</sup> all, renounced all,  
And sought in the bosom of his family and of  
nature, retirement,

And in the hope of<sup>7</sup> religion, immortality.  
—McGill News (147)

## Don't Underrate the Office Boy

As Condensed from "The American Weekly,"  
in The Advertiser's Digest

THE number of successful men who started out as office boys is legion.

Senator Charles Tobey of New Hampshire,<sup>1</sup> chairman of the Senate Banking and Currency Committee, for example, has happy memories of office<sup>2</sup>-boy days.

Like the time the boss was out to lunch, and 16-year-old Charlie answered the phone. The man on the other<sup>3</sup> end of the wire wanted some information about insurance, and Charlie sold him a two hundred-thousand-dollar<sup>4</sup> policy. When the boss came back, he announced the sale and the boss paled.

"Young man," he roared, "if that's a joke, you're<sup>5</sup> fired. If you're telling the truth, your salary is raised to five dollars a week."

Most office boys, as in the case of<sup>6</sup> ex-Secretary of State James F. Byrnes, who went to work for two dollars a week rather than accept a scholarship<sup>7</sup> to college and see his mother go on working, began that way because they needed the money.

Bill Slater,<sup>8</sup> however, whose voice is known to millions of sports fans through his radio broadcasts, started work for another reason.<sup>9</sup>

"I wanted to go to West Point," he said. "I figured the best way to get there was by being an office boy<sup>10</sup> in the newspaper office at Parkersburg, West Virginia. Don't ask me how I figured that out—the point is that<sup>11</sup> it worked and I graduated from the military academy."

Newspapers operated by William<sup>12</sup> Randolph Hearst, also are excellent schools for office boys. In Boston, for instance, fifty-one former office boys<sup>13</sup> are on the staff of the Boston American, including the editor, city editor, news editor,<sup>14</sup> sports editor, telegraph editor, picture editor, and art director.

Ralph Weeks, president of<sup>15</sup> International Correspondence Schools and three times president of the Pennsylvania Chamber of Commerce, got a<sup>16</sup> word of advice when he was an office boy. "Get an education," his boss told him.

Young Ralph had no idea<sup>17</sup> how to follow that advice except by reading, so he built up a library and educated himself. The<sup>18</sup> methods of self-education he worked out in those days had a lot to do with his eventually becoming<sup>19</sup> president of I.C.S.

One of those helped by I.C.S. was John C. Garand, who developed the famous<sup>20</sup> rifle which bears his name. Young Garand was a 12-year-old office boy in a spinning mill when he invented a<sup>21</sup> method of painting bobbins by machinery instead of by hand.

The boss, enthusiastic over the<sup>22</sup> labor-saving device, encouraged his office boy to take up engineering.

The Secretary of the Treasury,<sup>23</sup> John W. Snyder, got into banking through no choice of his own. He wanted to be an engineer, but<sup>24</sup> his funds ran out after one year of college. He went to work as an office boy in a bank, and has been in banking<sup>25</sup> ever since.

Congressman Leo Allen of Illinois started out in a small way. At the age of eleven<sup>26</sup> he was in the

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office of the Congressman from his district, shooting out flies in summer and throwing wood on<sup>27</sup> the fire in winter.

Another American institution of learning owes a lot to an office boy.

Ralph<sup>28</sup> Adams Cram of Boston, now dean of American architects, was studying architecture at night and working<sup>29</sup> as an office boy by day when he was invited to take part in an open competition to redesign<sup>30</sup> the United States Military Academy at West Point. With his heart in his mouth and at his own<sup>31</sup> presumption, he dropped his broom and entered the contest. His designs, as every student of American architecture<sup>32</sup> knows, were chosen as the best.

Ralph Weeks, whose school has helped five million people who couldn't afford college says:<sup>33</sup>

"No matter where we may be now, those of us who were office boys will never forget those days of struggle and<sup>34</sup> ambition." (681)

## By Wits and Wags

WHIPPLE: I like that country—it's very healthy. All the time I was out there I never paid a doctor bill.

Wilson: I know that. I met the doctor and he told me.

• • •

"WHY," asked the school inspector, "should we celebrate George Washington's birthday more than we do mine?"

"Because he never told a lie, sir," answered one of the pupils.

• • •

FIRST POLITICIAN: Why are you so sure that there is no life on Mars?

Second Politician: Well, for one thing, they never asked the United States for a loan.

• • •

A REPORTER from the Star was questioning the no-longer-young daughter of a prominent man.

"Is it true, Miss Elderly, that you are going to be married soon?" he asked her.

"Well, no it isn't," she answered, "but I am very grateful for the rumor."

• • •

"HOW is your sister getting along with her driving lessons?"

"Fine. The road is beginning to turn now when she does."

• • •

HUSBAND: What became of that unpaid bill Dunn and Company sent us?

Wife: Oh, that? I sent it back marked insufficient funds.

• • •

OFFICE BOY: That big brown bear at the zoo just had a little baby bear, and they want us to write a story about it.

Harassed editor: Tell them we will send over the cub reporter.

## Key to the WWT

Page 349

### Line

- 1 (1) month misspelled (2) impossible date (3) delete period
- 2 (4) delete comma
- 3 (5) capitalize *secretary*
- 4 (6) spell out *Association*
- 5 (7) spell out *St*
- 6 (8) delete *City* (9) delete comma after *City*
- 7 (10) *Provost* not *Oliver* (11) *SUBJECT* not *ATTENTION* (12) apostrophe in *World's* (13) *Transcript* misspelled
- 8 (14) *you* not *your* (15) *your* not *you* (16) *inquiry* misspelled
- 9 (17) *feature* not *Feature* (18) *Worst* not *Worse* (19) quotation marks after period
- 10 (20) delete *to* (21) insert *it* after *about*
- 11 (22) block paragraph (23) insert comma after *is* (24) delete *two* (25) *pub-* not *publ-*
- 12 (26) one space between *that* and *is* (27) *full* not *fool* (28) *errors* not *erros*
- 13 (29) *becomes* not *become* (30) *Originality* misspelled
- 14 (31) *intriguing* misspelled (32) *you* not *You*
- 15 (33-35) delete *to put red* (36) *Pretty* not *Purty* (37) *readers* not *reader* (38) *began* not *begun*
- 16 (39) insert *to* before *know* (40) *could* not *would* (41) *extra* not *extry* (42) *copies* not *copy's*
- 17 (43) *their* not *there* (44) *typing* not *Typing* (45) *transcription* not *Transcription* (46) *classes* misspelled
- 18 (47) *began* not *begun* (48) *copies* not *copy's* (49) comma not semicolon (50) *cents* not *c*
- 19 (51) *wasn't* not *was n't* (52-54) *all, though* not *al-though* (55) *teachers* misspelled (56) *whether, not if*
- 20 (57) *some* not *sum* (58) *certificates* misspelled
- 21 (59) *ful* not *full* (60) no space in *percentage* (61) *thought* not *tho't* (62) *cer-* not *cert-*
- 22 (68) *ificates* not *ificated*
- 23 (64) *Certificates* misspelled (65) *efficiency* not *deficiency* (66-67) *proofreading* not *proff-read-ing*
- 24 (68) delete *Paragraph* and start *What* as new paragraph (69) colon not semicolon
- 25 (70) *he* not *you* (71) *sends* not *sent*
- 26 (72) *per cent* not *percent* (72) *certificates* misspelled
- 27 (74) *those* not *them* (75) *who* not *what* (76) *cents* not *c*
- 28 (77) insert comma after *ever* (78-79) *examining* not *reexamining* (80) space after comma (81) *mailing* not *mail*
- 29 (82) delete *delighted* or *happy* (83) *your* not *you*
- 30 (84) delete *to* (85) delete comma after *out*
- 31 (86) *yourself* not *youself* (87) *We'll* not *I'll* (88) insert hyphen after *can*
- 32 (89) *cent* not *centage*
- 34 (90) delete period
- 35 (91) initials
- 36 (92) enclosures



## ON THE LOOKOUT

A. A. BOWLE

**29** At the business show we saw a demonstration of the IBM Electric Typewriter with remote control keyboard. It provides the bed-ridden and physically handicapped with a practical, flexible, and effortless means of typing. The electrically powered keys are sensitive and easily operated; and the light, portable keyboard can be used in any position.

Text typed on the remote control keyboard is reproduced automatically on the IBM Electric Typewriter; use of a roll instead of sheets of paper eliminates the need for changing the paper frequently.

Although the keyboard is not in production yet, it is something that we believe our readers will wish to know about.

**30** The new Duplicard, made by the Rutherford Duplicator Company, is for post-card duplicating. It has a solid, compact construction and is easy to operate. It has one-piece plastic housing for long service. Features gravity feed, which makes insertion of cards easy, and insures evenness in printing as well as uniformly accurate registration. These claims are made by its makers, who add that the full-floating printing assembly equalizes the printing pressure.

**31** A new line of aluminum desk accessories claimed to possess an elegance of design that makes them perfectly at home on the finest executive desk, yet sturdy enough for the "high traffic" desks in the outer office.

The metal in these accessories is declared to be an alloy of aluminum, hand buffed to a mirrorlike finish. Heavy synthetic velour is used for bases, protecting fine veneers of desks. The bottoms of all trays are of a durable synthetic that, the manufacturers assert, is like genuine leather, yet more permanent.

The complete line consists of letter trays in single-, double-, and triple-tiered size; stenographer's "three-way" notebook holder, small memo-sheet holders in standard 3- by 5-inch and 4- by 6-inch sizes; and a guarded spindle file. Bushman-Moore, Inc., are the manufacturers.

**32** Something new in desk trays is the Viseco action desk tray. They call it the tray that hands you your papers. It has a lifting lever that is raised by only a slight pressure of your hand. The raised lever lifts the papers right into your fingers. This "action" feature eliminates scraping and fumbling for the last few elusive sheets at the bottom of the tray. It is sturdily constructed of metal and finished in attractive Victor grey and is the Victor's most recent contribution to streamlined office efficiency, say The Victor Safe and Equipment Co., makers of this new tray.

**33** The Permanote is a continuous and reversible memo pad. It keeps both new and old memo notes instantly available for quick, easy reference. It contains a generous supply of paper, enough for months without refilling. And there's a three-year calendar at the top under a transparent plastic window. The handsome, streamlined plastic case is available in walnut, ebony, or ivory, and is made by Permanote, Inc. For a fresh, clean writing surface, merely flick over the writing board; to check back on previous notes, merely turn either knob and the writing board flips back instantly.

A. A. Bowle

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The Business Education World

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- ☐ Hammond's Adjustable Typing Desk.....(page 325)
- ☐ Gregg's *Retailing* .....(back cover)